

Respond to the Committee Recommendations

Opening statement:

We wish to thank the committee for the time and effort it invested in this process, in particular, its careful reading of our reports and its attentiveness in listening to students at all levels and faculty from both departments. We felt that the committee understood the complexity implicit in this multitude of voices and concerns. This, together with the committee’s own perspectives, we believe, produced a set of recommendations that are cogent and integrative, which we very much appreciate.

We welcome the two core recommendations of the committee, namely, to establish School of Education that will combine the Department of Education and the Program for Science and Technology Education; and prioritizing and investing in the teaching certificate program as an integral part of the new School of Education. In the pages which follow, we outline how we believe these two major recommendations should best be met.

It must be understood, however, that our ability to carry out the recommendations relies heavily and in some cases solely upon resources beyond our control. The success of the new School of Education is also dependent upon collaboration between its constituent units. With this in mind, a team from the Department of Education and Prof. Moshe Barak have met several times subsequent to the issuing of the committee’s report. Prof. Barak has participated in a council meeting of the Department and later this month, a joint seminar will take place. The report has thus already set in motion a dialogue between the two units resulting in this joint response.

Committee Recommendations	Steps Toward Implementation
<i>Essential changes</i>	
<p>1. Universities have the sole responsibility for preparing Israel’s high school teachers. The University as a whole must make teacher preparation a priority by providing sufficient financial, organizational, and intellectual support to this enterprise.</p>	<p>As the committee noted, most of the shortcomings of the teacher certification program were acknowledged in the departmental report. We are happy to report that we have already begun to address some of the issues raised as part of our strategic plan for the Unit for the Advancement of Educational Professionalism (UAEP). However, in order to provide adequate, let alone excellent teacher training we need the support of the University. The most pressing matter, as the committee noted too, is to ensure adequate financial and organizational support for the UAEP.</p> <p>Under the current financial arrangement, the UAEP does not enjoy its full funding potential. The UAEP currently relies solely upon students' fees (from which the unit receives 85% after overhead). In contrast to other academic programs (BA, MA and PhD) the UAEP does not receive the</p>

	<p>PBC's per capita funding, which is approximately 2 million NIS per year. These funds are instrumental for the improvement of the program.</p> <p>Through the process of putting together the response to this report a team of faculty members from the Department have met with the Vice-Rector and raised this issue. We hope that this is a beginning of a constructive dialogue between the department and the university regarding financial support for the UAEP.</p>
<p>2. With the full support of University leadership, the Department of Education and the Program of Science and Technology Education must be reorganized into a new School of Education. This merger should allow the Program of Science and Technology Education to maintain its distinct identity and continue emphasizing the centrality of subject matter knowledge and content specific pedagogy in its programs.</p>	<p>We welcome the committee's recommendation to create a School of Education which will bring together the Department of Education, the Program for Science and Technology Education and the UAEP. We are convinced that such a structure makes good sense professionally and economically. In contrast, simply merging into a single department, would stand in the way of meeting the committee's recommendation to allow each unit to maintain its unique identity, while still enhancing links and collaboration between them. Most importantly, such a School model will make the UAEP a more integral part of the two initial units in a way that will allow both units to contribute to it and to assume responsibility over it (see appendix for a proposed model for a <i>New School of Education at BGU</i>). This structure and collaboration will also facilitate the future development of new programs such as combined program for MA and a teaching certificate and a combined BA-teaching certificate program.</p> <p>It is imperative that any merging of departments and programs will not result in a cutback in any of the original units' academic and administrative slots.</p>
<p>3. The University must undertake a search for a head with the requisite leadership skills to lead the new school. This new head should be someone with no prior academic appointment in either of the two preexisting units.</p>	<p>While we appreciate the Committee's concerns, and welcome the idea of appointing a Head of School not aligned with either of the existing units, we also note that it will not be easy to find an external candidate with the appropriate qualifications (including good knowledge of Israeli education and the Israeli University system). Furthermore, in Israeli universities it is customary (and constitutional) for the Faculty to elect their own Chair. In order to maintain this democratic principle we suggest that the upcoming New School of Education will elect, amongst its members, a search committee, which will identify prospective candidates within and outside its membership. A new Head of School will then be elected by the faculty members, from the list of candidates.</p> <p>A point of controversy: While it is the Department of Education's view that a preference should be given to elect a head from within the</p>

	<p>faculty members of the New school; the Program of Science and Technology Education supports the Committee's recommendation that the new head should be someone with no prior academic appointment in either of the two preexisting units.</p>
<p>4. The two units within the new School of Education must take joint responsibility for teacher certification.</p>	<p>We agree that the UAEP is an academic orphan and bringing it under the auspices of the Department of Education and The Program of Science and Technology Education in the new structure of The New School of Education is crucial.</p> <p>We believe the structure offered in the appendix for the new school addresses this need. Moreover the report and the recommendations have already set in motion a process of rethinking the teacher certification program. However, these improvements to the teacher certification program cannot be made within the current funding structure. These changes require that additional resources be allocated.</p>
<p>5. As an expression of the University's commitment to teacher certification, the University must create <i>at least three</i> academic track positions for faculty with expertise in the teaching and learning of a specific school subject and/or in teacher education with an emphasis on a specific school subject.</p>	<p>In order to improve the teacher certificate as recommended by this report, we agree that at least three academic tenure track positions for faculty with expertise in the teaching and learning of specific school subjects in the humanities and social sciences is vital (and in line with the Ariav Guidelines, which were adopted by the MALAG). In fact, three new positions is a drop in the bucket. The program trains teachers in 18 school subjects, ten of which are in the humanities and social sciences. Hence, though three positions is a significant investment financially, it is far from sufficient for rigorous, disciplinary content-focused professional training. Furthermore, we should raise one difficulty. Since subject-specific pedagogy is not an area of strength in Israeli universities, recruiting suitable applicants for these teacher training positions presents a serious challenge. Subject to the agreement of the University to create these new positions we welcome the opportunity to begin recruiting new faculty to fill these positions.</p> <p>It is important for us to stress though, that the need for faculty members who are expert in various school subjects should be met by adding new positions above and beyond the total count of positions currently slotted to both the Education Department and the Program for Science and Technology Teaching. Our commitment to teacher education should not end at the point of certification. Our MA programs provide an important contribution to teacher professional development for in-service teachers. Our students are practicing teachers who pursue an advanced degree while continuing to teach full-time with the intention to continue to teach after receiving their advanced degree. These programs offer an important site for cross-fostering of ideas between the educational field</p>

	<p>(and realities of the educational system) in Israel and the academy. It would be a devastating loss if these programs were curtailed through shifting of resources from the existing MA programs to the teacher certification program. We mention this in part because, due to recent budget cuts to higher education in Israel, we were recently informed that one of our tenure track positions has been frozen. Although we managed to gain back about half of this position for the next academic year, we are under threat of further freezing. All that while the university still holds now 1.6 departmental positions frozen (have been accumulated in the last decade or so). Hence, it might be the case that not only new positions won't be created but, that the Department will be cut back even further.</p>
<p>6. The two education units must not open any new programs until the integration of the Department of Education and the Program of Science and Technology Education has been achieved.</p>	<p>We fully embrace this recommendation and have no intention of opening new programs. Indeed, our current efforts are invested in maintaining and improving the existing programs in the spirit of the report.</p>
<p>7. With support from University administration, the Department of Education and the Program of Science and Technology Education must create and restore programs to recruit, retain, and support special populations.</p>	<p>Seven years ago the department initiated the Window to the Academy and two faculty members voluntarily dedicated their time and effort to this program. The program was immensely important for the Department and reflected its mission and vision. Unfortunately, the university withdrew funding from the program last year. Subject to reinstatement of funding, we will be thrilled to restore the Window to the Academy BA preparation program (and perhaps adapt it to current needs of the target population). In line with these recommendations, we continue to invest in running the special sections for Bedouin and Haredi students within the School Psychology MA program.</p>
<p>8. Teacher preparation must be brought under the auspices of the new School of Education and put at the center of its mission.</p>	<p>This is addressed in our proposal for the new structure and our action plan for the teacher certification program as detailed above and in the appendix.</p>
<p>9. The new School of Education must hire a faculty member to lead in the redesign of the teacher certification unit. This person should have expertise and a research program in teaching and learning in high schools.</p>	<p>Pending the establishment of a School of Education and the creation of 3 new tenure-track positions, we will seek a faculty member with the appropriate skills to lead and redesign the teacher certification program.</p>
<p>10. In the new School of Education, the Program of Science and Technology Education must assume the responsibility for preparing new</p>	<p>Discussions between the current head of the program and the current head of the UAEP have already been taken place. This is also addressed in re-organization plan as detailed in the appendix. Faculty members from the Program of Science and Technology Education will be</p>

<p>teachers in science, mathematics, and technology education.</p>	<p>taking responsibility for courses focusing on teaching science and technology for the teaching certificate.</p> <p>A point of controversy:</p> <p>It is the Program of Science and Technology Education view that their involvement in the teaching certificate should be pending the creation of at least one new tenure-track position in the new department of Science and Technology Education. The Department of Education, believes that both units should take responsibility over the teaching certificate and that the Program of Science and Technology Education's involvement should not be conditioned on creating such position.</p>
<p>11. The two units of education must rethink their hiring plans in light of the new organizational structure we recommend.</p>	<p>See our response to recommendation 5.</p>
<p><i>Advisable Changes</i></p>	
<p>1. As the units carry out a reorganization, faculty should undertake a review of curricula at leading schools of education. They will find, for example, that the “three foundational disciplines” approach has largely been abandoned at top schools of education.</p>	<p>The BA committee, following this report have already met with the purpose of reviewing the BA curriculum. In examining some leading schools of education (mostly in the U.S.) we found it difficult to use them as a model for designing our B.A. program in education, because most of these schools are Graduate Schools of Education that do not offer a B.A. in education (that is not a teacher certification program). We think that maintaining some aspects of the foundational disciplines, while revamping the curriculum to reflect a tighter connection to educational concerns, is well aligned with the liberal arts approach to undergraduate education in the U.S., which reflects the background of many of the applicants to graduate schools of education in the U.S. We welcome suggestions of specific programs that we should consult in rethinking and revamping our B.A. and M.A. programs. We believe that psychology, sociology, anthropology, and philosophy inform much of the research in education. Providing undergraduates with an introduction to these fields, especially while highlighting how they inform the analysis and design of solutions to educational problems, provides a productive foundation for graduate studies in education. Unlike the B.A. program, our graduate level programs and courses are not organized around “three foundational disciplines,” and reflect a broad and integrated perspective on issues in education.</p>
<p>2. At the B.A. level, the Department of Education should make a course in learning and instruction mandatory for all students.</p>	<p>The BA committee believes this is an excellent idea and has already decided that in the next couple of years such a course will be offered as a compulsory course for second year students.</p>

<p>3. M.A. students, both in the thesis and non-thesis tracks, should be encouraged to research problems of practice in their own classrooms. In the Program of Science and Technology Education, such action-research projects could serve as an alternative to the current literature review.</p>	<p>We whole-heartedly agree with this recommendation, and are eager to expand current initiatives (mentioned below) that involve practitioners researching problems of practice in their own settings. There are a number of (mostly external) constraints that stand in our way:</p> <ol style="list-style-type: none"> 1. <i>Permission to conduct research in the school system.</i> Permission to conduct research in the school system is governed by the Chief Scientist of the Ministry of Education. Currently, the Chief Scientist’s office regulations prohibit research in a school in which one of the researchers is a member of the same school. In addition, we are unable to receive a “blanket” permission for conducting research as part of course requirements. As a result, in order to abide by the Ministry regulations, each individual student would need to apply for research permission. We have found that the timeline of a course does not correspond well with the timeline of research authorization. 2. <i>Teaching resource demands of research/project based courses.</i> Course in which learners conduct a research project have high personnel demands, because they require close one-on-one guidance. Unfortunately, within the current high student to faculty ratio, the teaching load, and ever increasing budget cuts on teaching assistants and adjunct faculty, it is very difficult to adequately maintain such research and project based courses. <p>Nonetheless, despite these significant constraints, we make every effort to include such experiences in our programs:</p> <p>The MA programs in Education Administration, Policy and Society include the course Educational Projects, which is the main course for second year general track students, asks students who work in the school system or non-formal educational settings to carry out an evaluation project in educational projects and organizations. The MA program in Curriculum and Instruction had a similar course and requirement, but felt compelled to cut it out of the curriculum due to resource constraints. The MA course on qualitative methodology (which is mandatory to all but the school psychology MA programs) also encourages students to research problems of practice in their professional fields.</p> <p>The Program of Science and Technology Education has already revised the previous literature review requirement so as to make it more approachable and beneficial for students who will return to active teaching. We also agree entirely with the option of pursuing action research in teachers’ own classrooms. At present, however, this</p>
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	requires strict case-by-case permission from the ministry of education. We hope that the council for higher education and ministry of education will work with us to relax some restrictions in this connection.
4. In the Program of Science and Technology Education, additional credits should be assigned to the thesis to align it with programs at other Israeli universities.	The Program of Science and Technology Education has already adopted this recommendation: The thesis will be assigned 9 credits (instead of 6), and the students in the research track will be required to take only 2 (instead of 3) elective courses.
5. The new School of Education should create opportunities for Ph.D. students to gain the skills necessary to become members of the international research community. Some examples include a proseminar in which students present and receive feedback on work in progress, and a mini-conference in which students present their research findings in English.	<p>We agree with the Committee's recommendations regarding the importance of support for doctoral students – both financial and professional. We should note that some of the recommended changes have already been instituted, though there of course is room for improvement. With regard to providing opportunities for PhD students to present their work:</p> <ol style="list-style-type: none"> 1) We instituted in December 2013 a Departmental Poster Conference, in which over 35 students and faculty shared their research. The conference was well-attended (over 70 people participated) and received very positive feedback; as a result the Department decided to turn this conference into an annual event. 2) The Department invites all PhD students to the departmental seminar, and requires all funded PhD students to attend it. Some of the advanced PhD students present in this seminar. 3) In the past, the Department has offered a research seminar specifically targeted at PhD students, but it has not been well-attended. We also held an academic writing course for PhD students that offered both shared and individualized coaching on various writing goals, such as persuasive presentation of qualitative findings, and writing a cover letter and CV in English. We agree with the Committee that this is important, and are currently exploring ways of attracting students to it. 4) Many of the research groups – e.g. the Laboratory for the Study of Pedagogy, the Motivation and Emotion Lab, and the Motivation in Parenting and Education Research Group – conduct regular workshops in which doctoral students share their work and receive feedback from peers and faculty. We will think in the future how to encourage more similar interest groups where PhD students can share their work. <p>We also hope that with the New School of Education, new opportunities and platforms for PhD students to share their work, in the form of proseminar or other forms, will be possible.</p>
6. Ph.D. students who seek academic positions should be encouraged to write their theses	With regard to English support, students are encouraged to write in English, and quite a few have been and are publishing during the course of their studies (the material

<p>in English and be provided with the necessary support for doing so.</p>	<p>provided for the committee included several examples of PhD students' publications). The Kreitman School for Graduate Studies offers a course in English writing. Finally, many PhD students do present in international conferences, and the department supports their activity generously (<i>see appendix for examples</i>).</p>
<p>7. The University should provide additional scholarships and funding for Ph.D. students.</p>	<p>We certainly welcome the Committee's recommendation that the University expand its investment in doctoral student scholarships.</p>
<p>8. In the new School of Education, faculty should be added whose specialties are in the teaching and learning of the humanities and social sciences (e.g., literature, Bible, languages, history, civics, and geography) to parallel the content-specific orientation of the Program of Science and Technology Education.</p>	<p>See our response to essential recommendation #5</p>
<p>9. The new School of Education should create incentives (such as providing course releases) for tenure-line faculty to lead in the redesign of the program.</p>	<p>Currently the university competitively awards a few select faculty members who secured a major grant, a course release once every few years. Course release is also offered to department chairs. In such cases, the university 'compensates' the department and provides funding to hire an adjunct lecturer to teach the course the faculty member would have taught. We would be happy to implement this recommendation assuming the university would 'compensate' us for the loss of courses. Under the new structure suggested (see appendix) the UAEP acts as a department within the school making its head eligible for such release.</p>
<p>10. The new School of Education should explore the potential for combining the teaching certificate with the B.A. and M.A. degrees, a trend adopted by other universities.</p>	<p>Regarding the committee's recommendations to combine Teacher Certification with undergraduate and Master's degrees, we should note that we already have in place small-scale joint programs, both for the MA (in Educational Counselling), and the BA (each year about 20 BA students elect to begin teacher training during the final year of their undergraduate studies, allowing them to complete both the BA and teaching certificate in four years) programs. Building on these foundations, we intend to design a new program that, in line with the committee recommendation and inspired by the English M-Teach degree, will combine Teacher Certification with a Master's degree in Curriculum and Instruction. In this program the faculty members of the Curriculum and Instruction track will be responsible for the academic courses, and the program for Teacher Certification will be responsible for the practicum studies. The teaching certificate's steering group will be responsible for developing such a program and negotiating</p>

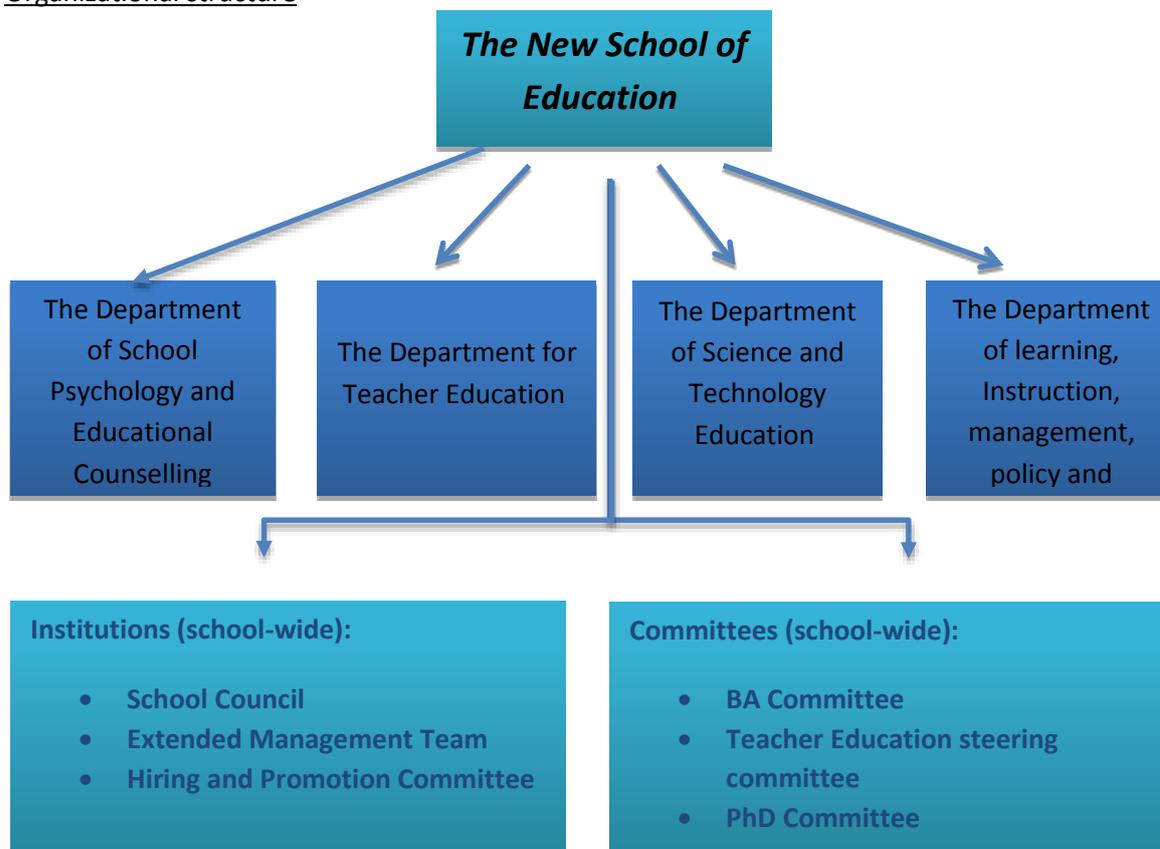
	its accreditation with the Ministry of Education. Another venue which the steering committee will explore is how to increase the numbers of students for teaching certificate in mathematics and sciences.
11. The University should provide sufficient resources to increase the number of mentors [מורים מנחים] in the practicum of the teacher certification program.	In line with the departmental strategic plan and with the committee's recommendation, we hired this year 40 new mentors to work alongside the previous 15 that were employed by the Unit. In this way, we have already reduced the ratio of mentors to students in the practicum from a mean of 1 to 13 to 1 to 3. This change allows for greater specialization in the school-based training. The addition of three new faculty members is critical for maintaining this ratio, for training the new mentors and for better coordination of the practicum studies.
12. The new School of Education should continue to target the development of strong clinical sites for teaching practice.	In the last few months, we established close working relationships and mutual commitments with six schools that serve as our professional development schools. The 40 new mentors we hired work in these schools.
13. The two education units should explore interactive pedagogies and technologies in large classes.	We agree with this recommendation. Currently, individual faculty members devise various techniques to include more interaction in classes, such as breakout groups that analyze data and transcripts and then come back for a whole group discussion. We will make efforts to explore such instructional strategies and to incorporate them throughout the curriculum.
14. A cross-unit proseminar should be developed for Ph.D. students that allows them to exchange ideas and learn from each other.	Following the report the PhD committee of the department of Education has already begun a process of revising the PhD program, and incorporating such opportunities within the revised program. It was also agreed that once a school of education will be up and running, it will run a joint PhD program for all departments and one of its main component will be such a cross-unit proseminar.
15. The units should take active steps to prepare younger faculty members for leadership positions.	We believe that this is already happening. In the past several years, the majority of programs are run by young faculty members, who recently received tenure. This academic year, three out of our 4 MA programs are headed by one of the senior lecturers, the BA and PhD committees as well as the UAEP are run by senior lecturers (our middle generation), and the department's management committee includes a majority of young faculty members. Currently, the senior lecturers who were recruited to the department between 2005-2009 are holding the majority of leadership positions within the department.
16. The units should implement special recruitment and retention efforts aimed at diversifying the faculty with members from under-represented groups.	We very much value this goal, and will make every effort to strive for diversity in our hiring. At the same time, we want to be upfront about our ability to live up to these intentions. We have a very limited number of open positions, and need to fulfill programmatic requirements

	(such as faculty who are versed in Humanities and Social Sciences subject-matter pedagogy), as well as satisfy the academic standards of a University-level hiring approval committee. Based on past applicants, it is not clear whether there are candidates who will meet these constraints, but we will employ outreach and flexibility to maximize our chances of finding such applicants.
17. In addition to student course ratings, faculty should explore new means for evaluating teaching. Peer evaluations of teaching, reviews of syllabi, and analyses of student work are all options for creating a culture of continuous improvement around teaching.	The BA committee and the heads of the MA programs will take responsibility over exploring such means of evaluation in the near future.
18. There should be better monitoring of adjuncts. Senior faculty should review adjuncts' course syllabi to ensure the quality and consistency of course content.	Monitoring adjuncts are the responsibility of heads of programs. We will bring this issue in one of the future departmental councils in order to remind head of programs that it is their responsibility and to highlight its importance.
19. The two educational units should develop mechanisms (e.g., new kinds of publications, websites, email blasts, podcasts) by which parents, practitioners, policymakers, and the general public can learn about and benefit from their research.	We are keen to develop new ways of making our research available to educational practitioners, policy-makers and the general public. In this regard, we wish to note that our efforts communicating our research to local educationalists did not come up during the Committee's visit. Had we been questioned on this topic, we would have told the Committee about the numerous articles written by Faculty members in <i>Hed HaHinuch</i> , the Israeli teachers' magazine; about Yossi Yonah's social activism and many appearances in the mass media; about Roni Aviram's books about the future of education, which are published in Hebrew and read widely by local educators; and Halleli's Pinson work with civic education teachers and her report (written for educators and policy-makers) on the civic curriculum and the news report that followed it; and about Adam Lefstein and Yariv Feniger's many presentations of their research on Primary Pedagogy to senior Ministry of Education officials. In addition to the activities above, we are considering the establishment of a website under the auspices of the School of Education dedicated to educational issues in Israel. This would have, potentially, a wider audience. Social networks such as Facebook could be used to publicize it. The program of Science and Technology Education has already set up a Facebook page dedicated to issues in science education.
20. Students in the teacher certification program should be using cutting-edge information communication technologies (ICTs). The technology used by	We very much agree with these goals. We think that the educational experiences of pre-service teachers should reflect the pedagogy we hope the teachers will enact in their future teaching roles. Therefore, mindful pedagogy-centered use of technology is an important aspect of these

<p>teacher trainees should be sufficient to support active learning and to prepare future teachers to be leaders in using technology.</p>	<p>goals. At the same time, we think that there are other areas of improvement in our pre-service teacher education program that we need to achieve before we can adequately consider this aim. We do not want to reproduce the maligned use of technology that sometimes plagues the educational system, where a hardware focus overshadows (and displaces) sound pedagogy. At present, we think that a lack of use of technology, would, ironic as this might appear, convey a better message than the misuse of technology.</p>
<p><i>Desirable Changes</i></p>	
<p>1. The Department of Education should work to eliminate overlap with courses in the psychology department.</p>	<p>We are aware of some existing overlaps, however, this is not entirely coincidental. The rationale behind including, as part of the BA program, foundational courses such as cognitive, and developmental psychology is to address the needs of 2/3 of our students, who do not pursue a degree in psychology. Many of our students, upon completion of their BA, wish to pursue degrees or diplomas in therapeutic professions (such as Art therapy and psychodrama) for which these courses are a pre-requisite. The fact that our BA provides such courses is a great incentive that attracts future students that we would not like to lose.</p> <p>Having said that, we are aware that for the other third of students who do take education and psychology and for those students who are interested in other aspects of education, this often means they have less electives to select from. In light of this, and in line with this recommendation, and with our desire to encourage BA graduates to pursue MA programs in diverse fields of education, the BA committee already acted to diversify our elective courses and seminars. Already in this academic year, out of 7 seminars offered by the BA program, 3 focus on learning and teaching, 2 on social aspects of education, and 3 on psychological aspects of education. We intend to maintain this trend and to act to diversify also our elective courses.</p>
<p>2. To the extent that the Department of Education maintains the “three foundational discipline” model, faculty should formulate a set of common educational questions that enable students to see the connections among disciplines and how they relate to concrete educational problems</p>	<p>We think this is an excellent suggestion and will work to incorporate the suggestion. See our response to advisable recommendation #3</p>

Appendix – The New School of Education: A proposed structure

Organizational structure



The school will be comprised of four Departments: The Department of School Psychology and Educational Counselling which will assume responsibility for both the School psychology and the Educational Counselling MA programs; The Department of Teacher Education (will assume the responsibility over the Unit for the Advancement of Educational Professionalism (UAEP) and will require recruiting at least 3 new tenured track positions); The Department of Science and Technology Education; And a fourth Department which will assume the responsibility of the MA programs in Curriculum and Instruction and the MA in Educational Administration, Policy and Society. Faculty from all departments will be involved in the B.A. program, and/or in the Teacher Certification program. Each of these units will be defined as a Department which means the heads of those Departments will receive the same responsibility of Department Chairs as defined by the University's rules.

Rationale

What guided our proposal was how to fill the new structure with some substantial content. The proposed structure aims to foster a multi-dimensional and integrative approach to education, by enhancing the links and collaborations between sub-fields in education, while ensuring that pre-existing units are able to maintain their uniqueness and autonomy. A major principle which guided our proposal was to create a structure in which the teaching certificate program will be an integral part of the New School of Education, over which both the Department of Education, and the Program for Science and Technology Education assumes

joint responsibility. The Department of Science and Technology Education will contribute to the content specific courses connected to science, mathematics, and technology (however it is their view that in order to do that they will need at least one additional faculty member).

We believe that this suggested structure and future collaboration will provide fertile ground for developing new programs, such as MA combined with teaching certificate as well as additional opportunities to combine a BA with a teaching certificate. In the past two months, faculty members from both units and the UAEP have met several times and discussed the desirable structure of the future School of Education. It is safe to say that the report has already set in motion collaboration and dialogue between the units.

Autonomy and responsibilities:

Each department will assume responsibility for its MA programs, whereas the Teachers Education Department will be responsible for the teacher certification program and for developing its MA combined with teaching certificate programs. However, through the school's joint committees, the different units will coordinate the five different MA program in such a way that will allow students from one program to choose electives from other programs. The BA program will be run by the School's BA committee. The responsibility for the BA program including teaching BA courses will be shared by all units. The different Departments will also assume a joint responsibility over the PhD program through the School's PhD committee. A steering committee for Teacher Education will be established, which will take responsibility over leading the teaching certificate during the time of transition and until new faculty will be recruited, and will take responsibility over developing the MA combined with teaching certificate program. The steering committee may continue to exist as a permanent school fixture to ensure ongoing involvement of all units in conceptualizing and sustaining teacher certification in the school.

Decision making mechanism:

The New School of Education will adopt a two-tier decision making mechanism. Decisions regarding curricula, scholarships, admission of students and recruitment of new faculty members will first be discussed in the relevant department, afterwards, recommendations will be brought before the School's council or its committees for a final decision. In implementing this mechanism, for instance, when distributing PhD scholarships, each department will rank its PhD students, while the final decision will be made by the school's PhD committee.

Committees and institutions:

- *School Council:* All tenured and tenure-track faculty members, with no distinctions of rank or position, from the four new departments, will be members of the School's Council. The council is the sovereign body of the school, which discusses and decides on general issues. The School Council will meet at least twice in a semester and will be the body that also makes the final decision about new recruits, fundamental changes to the structure of the BA, MA or PhD programs, and major organizational

changes. The council is also the body that elects members of the different committees and the Head of the School.

- *Extended Management Committee:* Will be comprised of the Head of the School, the four Chairs of the different Departments, head of the BA committee and the PhD committee. This committee will act as an executive branch of the council and will meet to discuss day to day issues before they are brought in front of the council.
- *BA Committee:* Will be elected by the council and will hold all responsibilities of running and managing the BA degree. It will manage the curriculum, supervise the exam processes and address students' requests. The BA committee will also work alongside the university admissions office to manage the admission process. To ensure collaboration between the different Departments and joint responsibility over the BA program, the committee will be comprised of 4 members (one from each Department).
- *PhD Committee:* Will be responsible for the PhD program and for overseeing the PhD candidates' application process and progress. The committee will also be responsible for distributing the PhD scholarships according to the recommendations which will be made by each Department. In order to ensure collaboration and joint responsibility over the PhD program, the committee will be comprised of 4 members, one from each of the Departments. The committee will be chaired by the Head of School, which means that the three other members will come from Departments other than that which the Head belongs too.
- *Teachers Certificate Steering Committee:* The aim of this steering committee is to ensure oversight over teacher certification until new positions are provided and dedicated faculty are hired. The committee will be in charge of developing the teaching certification' curriculum and new programs such as MA combined with teaching certificate program. It will be in place until the Department of Teacher Education will be up and running. The steering committee will be comprised of three members including the head of the Department for Teachers Education (the UAEP) a representative of the Department of Science and Technology Education and a member of one of the other two units.
- *Hiring & Promotion committee:* will be responsible for reviewing academic faculty's profiles, and recommending when to commence promotion procedures. The committee will also review prospective new recruits recommended by the different Departments, and assemble a short list that will be presented to the council. The committee will be chaired by the Head of the School and will include 3 members, elected by the council, from each of the other 3 Departments.

Hanoch Flum

Prof. Hanoch Flum,
Head, Department Of Education



Prof. Moshe Barak
Head, Science and Technology Teaching Program



Prof. David Newman
Dean, Faculty of Humanities and Social Sciences



Prof. Gad Rabinowitz
Vice Rector