



Committee for the Evaluation of the Social Work Study Programs

Tel-Hai Academic College
Department of Social Work
Evaluation Report

March 2016

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Chapter 1- Background

The Council for Higher Education (CHE) decided to evaluate study programs in the field of Social Work and Human Services during the academic year of 2015.

Following the decision of the CHE, Vice Chair of the Council of Higher Education on behalf of the Minister of Education, appointed a Committee consisting of:

- **Prof. Allan Borowski**- School of Social Work and Social Policy, La Trobe University ,Melbourne, Australia (Ageing; Retirement; Migration; Cohesion; Delinquency) Committee Chair
- **Prof. Michàlle Mor Barak** - School of Social Work & Marshall School of Business, University of Southern California, USA (social work and management)
- **Prof. Ram Cnaan** - School of Policy and Practice, University of Pennsylvania, USA (faith based social services, social policy)
- **Prof. David Biegel** - Mandel School of Applied Social Sciences, Case Western Reserve University, USA (family as a unit, family welfare)
- **Prof. Zahava Solomon**- School of Social Work, Tel-Aviv University, Israel (Posttraumatic Stress Disorder and secondary PTSD)
- **Prof. Sven Hesse**-School of Social work, Stockholm University, Sweden (poverty and children and their families in an international perspective as well as International social work)

Ms. Alex Buslovich Bilik was the coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to:¹

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in Social Work and Human Services and to conduct on-site visits at those institutions.
2. Submit to the CHE an individual report on each of the evaluated academic units and study programs, including the Committee's findings and recommendations.
3. Submit to the CHE a general report regarding the examined field of study within the Israeli system of higher education including recommendations for standards in the evaluated field of study.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2014).

¹ The Committee's letter of appointment is attached as **Appendix 1**.

Chapter 2-Committee Procedures

The Committee held its first meetings on March 8th 2015, during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Social Work and Human Services Study programs in Israel.

In March 2015, the Committee held its visits of evaluation, and visited The Hebrew University of Jerusalem, Tel Hai Academic College, Haifa University, Ariel University, Emek Yizrael Academic College, Ashqelon Academic college, Tel Aviv University, Ben Gurion University, Sapir Academic College and Bar Ilan University. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

This report deals with the School of Social Work at Tel Hai Academic college. The Committee's visit to Sapir college took place on Tuesday March 11th ,2015.

The schedule of the visit is attached as **Appendix 2**.

The Committee thanks the management of Tel Hai College and the School of Social Work for their self-evaluation report and for their hospitality towards the committee during its visit at the institution.

Chapter 3 Evaluation of Social Work Study Program at Tel Hai

1. Executive Summary

The Department of Social Work at Tel-Hai College offers BA and MA degrees in social work to about 465 students. It is part of the Faculty of Social Sciences and Humanities, one of two faculties at Tel-Hai College.

The Department (indeed, the College) is very community-oriented.

The Department is perhaps the only one in Israel that offers a specialization, albeit as an optional “add-on”, at the BA level in policy practice (since 2012), an area of social work practice which is most often least developed in other social work programs.

The Department’s plans for expansion include the introduction of an MA retraining/*hasava* program and an MA with a thesis track.

2. Organizational Structure

Tel Hai College has offered studies in social work for over 25 years, initially as a branch of the Haifa University School of Social Work. In 1996 the CHE authorized the College to award a BA degree in social work. Permanent authorization was granted in April 2005.

The Department of Social Work at Tel Hai College is part of the Faculty of Social Sciences and Humanities, one of the College’s two faculties that jointly serve about 5,000 students of whom 3,500 are in full-time academic studies.. Of the total student body of about 2,326 in the Faculty of Social Sciences and Humanities, 465 students were enrolled in undergraduate (374) and graduate (91) social work degree programs in 2012-13.

The core faculty of the Department is comprised of 22 senior academics and 8 junior academics (see below). However, many of them are not dedicated teachers in the BA and MA programs but also teach in other Departments of the Faculty. The implications of this arrangement for the structure and functioning of the Department of Social Work is not clear. On the one hand, this arrangement provides more opportunities for communications and collaboration across disciplines but, on the other, it detracts from the Department’s sense of cohesion among faculty members. The Dean of the Faculty acknowledged that not enough faculty in the Department are social workers and recognized this as an issue that needs to be addressed.

On the face of it, there are no evidently necessary changes in organizational structure required to advance the social work educational enterprise at Tel Hai College. Given the small size of the College and its relatively flat organizational structure, the Department enjoys both visibility and voice within the College.

3. Mission and Goals

The mission of the Department of Social Work closely aligns with the overall mission of Tel-Hai College. The Department seeks to serve the individual and community needs of the diverse residents of the Upper Galilee, some of which arise by virtue of Tel Hai's peripheral location and the small population of the region (over 100,000 residents) while others stem from geo-political factors (proximity to the, at times, tense and volatile Lebanese border area). It also aims to promote research that advances social work in general and, in particular, issues relevant to the region such as stress and trauma.

This focus on the Upper Galilee notwithstanding, Tel Hai College attracts students from all over Israel because of the College's reputation as an institution that provides both a sense of community and a real "college experience" within a scenic environment.

4. Study Programs

The BA Program

The BA in social work program is a generic one. However, since the 2006 CHE evaluation, two specializations in the BA have been established, namely, the stress, trauma and resilience track in 2007 and the policy practice track in 2012. These two tracks of the BA program entail extra credit points and, hence, are additional to the generic BA degree. They are direct "products" of the context of social work practice in the Upper Galilee. Since only 25 students per year are accepted into the former concentration and 15 into the latter concentration, most students study towards the generic degree (a 6-semester course of study).

Some changes have been made to fieldwork since the previous CHE review, including the introduction of "Supervision for Supervisors" seminars.

The MA Program

The MA program was established in 2009. It initially offered both a family cluster and a generic program. Two additional clusters were introduced a few years later (stress and resilience, and management and supervision) and have now been awarded permanent authorization by the CHE. Thus, the MA appears to be both a

generic one and one that offers advanced practice/specialization. The distinction between the intent and content of the generic aspects of the MA and the BA is unclear.

Future Plans

In concert with many other College-based social work programs, Tel Hai College intends to submit a plan to open a thesis track within its MA program. This is seen as a means of promoting research in the Department, supporting faculty research (a requirement for faculty promotion) and enhancing its prestige. The meeting with MA students indicated that there would be some student demand for the opportunity to undertake a thesis at the Masters level (and beyond) but the scope of demand for an MA with a thesis option remains to be determined by the Department.

The Department also plans to develop other new programs, including an MA retraining/*hasava* program (3 years) and a joint BA in social work and psychology. The self-evaluation report did not consider a two-year *hasava* offering a BA (or MA, for that matter). Nor was mention made of the relationship between the proposed MA (*hasava*) curriculum and the regular MA curriculum.

While a case could probably be made for consolidation of programs rather than expansion, the desire to introduce new programs is both understandable and consistent with the efforts of other Israeli Schools/Departments of Social Work to expand their offerings. Tel- Hai College, like all other tertiary institutions, will have to ensure that there are adequate staffing and other resources available commensurate with the proposed expansion.

In the case of a Master's degree with a thesis track, a major requirement will be the availability of thesis supervisors. The best supervisors are experienced and active researchers. And yet, the Tel-Hai Department of Social Work sees improved faculty research productivity arising from the impetus for research flowing from an MA research thesis track rather than the other way around where the research of research-active faculty members serves as a means of drawing in higher degree research students.

In designing the MA with a thesis track, the Department should give consideration to the logic and equity of offering one MA degree which requires two years of study (the regular MA) while also offering another MA degree (with thesis) that requires three years. This is especially so given that Masters degrees in social work in countries such as the US, Australia and Canada require just two years of study. Further, under the Bologna model, a Master's degree is also seen as requiring no more than 2 years of study.

Commendations

The Committee commends the Department for its innovative optional additional curriculum content in the BA program, namely, the stress, trauma and resilience track and the policy practice track. This is consistent with the Department's mission statement of promoting research and providing service that is relevant to the northern Galilee border region.

The Committee commends the Department for involving service users in the delivery of some third year subjects/courses in the BA program.

Recommendations

Essential:

That the Department refrains from introducing an MA with a thesis track until the research productivity of faculty members is much higher than it currently is. This is a matter which should be reviewed at the next CHE/MALAG review of Tel Hai College's social work study programs.

That the Department more clearly distinguishes the generic BA from the generic content of the MA program in terms of both content and intended learning outcomes.

That any future expansion into new programs be based on adequate resourcing so that other activities of the Department's faculty members (most notably research) are not compromised by virtue of the new initiatives.

That whenever a Master's degree with a thesis component is introduced, that Tel Hai College ensure that its faculty are trained in thesis supervision and supported in this role on an ongoing basis.

Desirable changes recommended:

The Department may wish to consider the wisdom of beginning its optional/additional BA concentrations so early (in the first year of BA study) as students will not have had the opportunity to develop a clear conception of the nature of professional social work practice, its scope, methods and fields of practice before slotting into a specialized stream.

The Department may wish to consider the merits of an MA without generic content, that is, one whose overall focus is advanced practice in a select number of streams/concentrations for experienced social workers (family, stress and resilience, and management and supervision).

Beyond exploring better ways to integrate the multicultural perspective throughout its study programs, the Department should seriously consider the introduction of a dedicated core and intervention-oriented BA course/subject on culturally-sensitive social work practice. (It is acknowledged that a “required seminar” on this topic exists at the MA level.)

5. Human Resources / Faculty

The Department draws on a large number of teaching staff (60 in all) of whom 22 are senior faculty members who have a *teken* (staff slot), 8 are junior faculty (presumably this means they are untenured) and a very sizable number are adjunct teaching faculty (about 30). Only 15 of the 22 senior faculty members are social workers. However, many of these “*teken*-holders” are not dedicated social work academics but teach extensively in other departments of the Faculty of Humanities and Social Sciences as well. Indeed, the Committee was unable to establish, despite a number of requests made on its behalf to Tel Hai College by the CHE, the number of *full-time equivalent* faculty who teach in the social work programs.

It should also be noted that, despite the fact that many of the Department’s faculty members also teach in other Departments, the Dean of the Faculty of Humanities and Social Sciences indicated that the Department of Social Work has less-than-average collaboration with other Departments.

Many instructors are not social workers and, hence, are seen by students as being incapable of relating their course content to social work practice. This appears to be a particular issue for first year courses/subjects where, in the teaching of foundation knowledge subjects, there is a heavy reliance on non-social work-trained and non-social-work-experienced adjunct faculty.

Senior faculty teach 12 hours per week while a full-time teacher/instructor teaches 16 hours per week, well in excess of the teaching hours of those holding similar ranks/positions at universities. For the former group who are expected to engage in research, this effectively means that they have little real opportunity to do that which the College highly values and on which career path progression largely depends.

Further, even though the College strongly prefers its teaching staff to live in the Upper Galilee area, many live a considerable distance away and spend only part of each week in Tel Hai/Kiryat Shemona. This is seen as being unhelpful to collegiate working relationships despite the availability of technology to overcome the “tyranny of distance.”

While mentoring of early career (untenured) academic staff takes place, this is rather *ad hoc* and informal and, hence, is seen as inadequate.

Recommendations

Advisable changes:

That Tel Hai College seek to ensure that its social work teaching staff – senior, junior and adjunct – are social work-trained and have some depth in practice experience. In the short-term, priority should be given to ensuring that those teaching first-year social work subjects are social work-trained and experienced and that those teaching foundation knowledge subjects from other disciplines be required to relate course content to social work.

That Tel Hai College institute a formal mentoring program that, at least initially, focuses upon early career academic staff (Lecturers and Senior Lecturers and adjunct faculty interested in eventually securing a tenure) in order to ensure that (1) all have the support and guidance to build a satisfying and satisfactory academic career at the College and (2) the risk is minimized of individual faculty members “falling through the cracks” as far as career path progression is concerned. (The Committee regards the faculty support as described on p. 66 of the self-evaluation report as inadequate.)

Desirable changes recommended:

One desirable change is to place limits on the amount of committee work required of junior social work faculty members on committees that are external to the Department of Social Work.

6. Students

BA students (between 364 and 377 per year over the last four years) were generally very satisfied with their course of study and the options of concentrations in policy practice and trauma, stress and resilience. (Only 15 students per year are accepted into the former concentration and 25 into the latter concentration.). Indeed, students were attracted to the Tel Hai program because of the reputation that it enjoys.

At the same time, some students had concerns relating to the quality of teaching, most notably, as already mentioned, in the first year. Students also reported instances in which the assessments tasks in some subjects were not rigorously formulated.

Students reported that some of the field placements in the first year do not provide an appropriate foundational experience and may not always have an on-site social work supervisor or, indeed, any social work staff at all. Some also reported that

there is insufficient support for students to work through some of the challenging personal issues that may be precipitated by their social work studies.

In common with other university and college programs in Israel, grade inflation was quite evident in the social work program at Tel-Hai College suggesting an absence of either (1) criterion-referenced grading of student assignments, (2) multiple assessment methods that allow a more accurate and refined measurement of learning outcomes attainment and/or (3) grade distributional requirements. The inflation of grades would suggest that the grading system does not permit meaningful differentiations to be made between students on the basis of their abilities/mastery of curriculum materials.

MA Students:

The Committee met with only a handful of current and former Masters students. Like their BA counterparts, the Masters students described the MA as a rich and practice-relevant program with good courses. Faculty members were seen as very responsive to students, gave them a lot of time, and made them feel very appreciated. However, there were also concerns expressed about the need for greater differentiation between the BA and MA programs, the need to strengthen the theoretical base of the MA program, the lack of rigor in aspects of the program, and the need for more literature on other cultures.

There has been a rapid growth in the number of MA students – from 60 to 91 over the last four years

Recommendations

Advisable changes:

While the Department of Social Work is to be commended for its investment in consciousness-raising around issues of cultural diversity, the Department should, in concert with what is found in qualifying professional social work education programs in other multicultural societies, introduce a dedicated course at the BA level that explicitly deals with social work practice in diverse societies. (The MA program offers a “required seminar” on this topic but it is unclear how intervention-oriented this is.)

A review be undertaken of the quality of teaching in first year subjects.

The Department should introduce a more refined and accurate grading systems in order to more accurately assess learning outcomes attainment by students and address grade inflation.

7. Teaching and Learning Outcomes

The Department has made a major contribution to the professional education and training of social workers serving the varied needs of the diverse population groups of the Upper Galilee and enjoys an enviable reputation in this regard.

The Department is perhaps the only in Israel that offers a specialization at the BA level in policy practice (since 2012), an area of practice which is most often underdeveloped in other social work programs in Israel. Further, the Department has made some interesting teaching innovations, e.g., including elderly people in a course on ageing and having a person with special needs serve as a TA in another course.

There remains some overlap between parts of the BA and MA programs and the relationship between some “foundation knowledge subjects” and social work appears to elude students.

The self-evaluation report and the site visit reflected considerable awareness of issues of diversity and multiculturalism on the part of both faculty and students. However, beyond a focus on raising students' consciousness of these issues, there was no course/subject dedicated to teaching of culturally-sensitive social work **practice** at the BA level. This is a major lacuna in the BA program.

Students reported instances in which the assessments tasks in some subjects were not rigorously formulated, suggesting the need for improved quality control in this regard.

Final grades for students in the BA and MA program are high suggesting grade inflation is at play. However, there is a more concerted attempt (based on distributional requirements – see top of p. 92 of the self-evaluation report) to distinguish between BA Honours and “pass” students.

The Department of Social Work has made a considerable investment over recent years in articulating learning outcomes. Nevertheless, like many other social work programs in Israel (both university- and college-based) a greater investment appears to be necessary in the articulation of learning outcomes that are premised on a clear conception of (1) the values, (2) the components (e.g., knowledge for practice and practice knowledge), and (3) the areas of practice (e.g., work with individuals families, groups, communities, social policy practice, management, leadership and administration, etc.) required for entry-level social work practice (BA) and advanced practice (MA).

The Department of Social Work at Tel Hai College would like to see the introduction of a three-year MA in social work with a thesis track. Ideally, such program should only be introduced in Departments which are sufficiently resourced to allow their

faculty members to have established a demonstrable record of being research active. Should the Department obtain approval for an MA with a thesis component, then a substantial investment will need to be made in the formal training and ongoing support, especially of younger faculty members, in the thesis supervision process. Further, thesis supervision will need to be explicitly included as an integral part of a faculty member's workload (and recognition of this role in promotion procedures).

Recommendations

Essential changes required:

That the Department review the issue of overlap between the BA and MA degree programs and ensure that the conceptual distinction between the two programs is clearly articulated.

That a formal course on culturally-sensitive social work practice be introduced as a core course in the BA and MA programs.

That the Department improves its quality control processes in order to ensure that all student assessments set by instructors are rigorously and clearly formulated.

That the Department (College?) adopt a grading system that provides more objective parameters for grading student work, permits differentiation of the quality of this work, and addresses the issue of grade inflation.

That if/when an MA thesis track is introduced, a system of mandatory training for faculty members in thesis supervision be put in place and that supervisors be provided with ongoing support in thesis supervision.

That, if/when an MA thesis track is introduced, thesis supervision be explicitly included as an integral part of a faculty member's workload (and this role be explicitly recognized in promotion procedures).

8. Research

The faculty of the Department of Social Work find themselves in the invidious situation of, on the one hand, striving to be more research active while, on the other hand, being constrained by a workload formula for College faculty members which demands higher teaching loads than those demanded of faculty members in universities. The now well-established expectation that College faculty members be research active in order to get promoted while having to carry workloads that, in reality, limits the possibility for the requisite investment in research, serves to both frustrate and demoralize academic staff.

While the self-evaluation report indicates some improvement in research productivity since the last CHE review, it is very difficult to gauge from the report how much of this was undertaken by social work faculty and how much by other faculty members in the Faculty of Social Sciences and Humanities (not least because many faculty members teach “across” the Faculty and not only in the Department of Social Work). Further, most were published in non-social work or social work-related journals, perhaps reflective of the fact only 15 of the 22 senior academic staff are social workers.

Recommendations

Essential changes required:

If Tel Hai College is serious about improving the research productivity of Department of Social Work faculty members, then it will have to invest much more heavily in order to support this aspect of their role. Thus, teaching loads will have to be reduced while resources to facilitate research will have to be found and invested

Desirable changes recommended:

The research undertaken by faculty members is very diverse. While some would claim that such diversity is a strength of the Department, others may see it quite differently. Thus, one way that academic units build their reputation is by the depth of the research they engage in a limited number of areas. It is recommended, therefore, that the Department of Social Work develop a research agenda in a small, select number of areas that builds on faculty members’ extant and demonstrable (through journal publications) research areas of expertise (where possible/appropriate) as a means of building depth and reputation that will attract both research students (should an MA with a thesis track be introduced) and research monies. Domains/research themes listed on pp. 188-189 of the self-evaluation report would serve as a good foundation for crafting such an agenda for future research activities.

Those recruited to fill faculty positions in the future should be selected, at least in part, on the basis of their ability to complement / help implement the research agenda.

9. Infrastructure

The Department of Social Work is located on the modern East Campus opened in 2011. Faculty offices, IT facilities, lecture theatres and student facilities (including the impressive library) at Tel-Hai College appear to be of a high order given the ongoing development of the campus. The 14 offices appear to be adequate in number but, based on the number of senior faculty members (22) and junior ones

(8), there must necessarily be some faculty members who share their offices. This means that, at times, it may not be possible to work in privacy or have adequate space for running research projects.

The financial support available for BA students from disadvantaged backgrounds and to assist students meet the costs of travel to their fieldwork placements is inadequate.

The availability of the Mark Rich Foundation scholarship to about half of the MA students in their second year is reported as an “important contribution to the students’ welfare” (p. 158 of the self-evaluation report).

Recommendations

Advisable changes:

The development / fund-raising division of Tel Hai College should seek to garner more funds to support students from disadvantaged backgrounds and to subvent to a greater degree practicum-related travel costs.

Further infrastructure development should seek to provide all full-time academic staff with a private / non-shared office.

10. Self-Evaluation Process

A comprehensive self-evaluation process culminated in a detailed and systematic self-evaluation report. The process was led by a steering committee and assisted by academic and administrative staff of Tel Hai College. The site visit was attended by senior officers of the College and Faculty and select faculty members and students.

Chapter 4 Summary of Recommendations and Timetable

Recommendations

Essential:

1. That the Department refrains from introducing an MA with a thesis track until the research productivity of faculty members is much higher than it currently is. This is a matter which should be reviewed at the next CHE/MALAG review of Tel Hai College's social work study programs.
2. That the Department more clearly distinguishes the generic BA from the generic content of the MA program in terms of both content and intended learning outcomes.
3. That any future expansion into new programs be based on adequate resourcing so that other activities of the Department's faculty members (most notably research) are not compromised by virtue of the new initiatives.
4. That whenever a Master's degree with a thesis component is introduced, that Tel Hai College ensure that its faculty are trained in thesis supervision and supported in this role on an ongoing basis.
5. That the Department review the issue of overlap between the BA and MA degree programs and ensure that the conceptual distinction between the two programs is clearly articulated.
6. That a formal course on culturally-sensitive social work practice be introduced as a core course in the BA and MA programs.
7. That the Department improves its quality control processes in order to ensure that all student assessments set by instructors are rigorously and clearly formulated.
8. That the Department (College?) adopt a grading system that provides more objective parameters for grading student work, permits differentiation of the quality of this work, and addresses the issue of grade inflation.
9. That if/when an MA thesis track is introduced, a system of mandatory training for faculty members in thesis supervision be put in place and that supervisors be provided with ongoing support in thesis supervision.
10. That, if/when an MA thesis track is introduced, thesis supervision be explicitly included as an integral part of a faculty member's workload (and this role be explicitly recognized in promotion procedures).

11. If Tel Hai College is serious about improving the research productivity of Department of Social Work faculty members, then it will have to invest much more heavily in order to support this aspect of their role. Thus, teaching loads will have to be reduced while resources to facilitate research will have to be found and invested

Advisable changes:

12. That Tel Hai College seek to ensure that its social work teaching staff – senior, junior and adjunct – are social work-trained and have some depth in practice experience. In the short-term, priority should be given to ensuring that those teaching first-year social work subjects are social work-trained and experienced and that those teaching foundation knowledge subjects from other disciplines be required to relate course content to social work.
13. That Tel Hai College institute a formal mentoring program that, at least initially, focuses upon early career academic staff (Lecturers and Senior Lecturers and adjunct faculty interested in eventually securing a tenure) in order to ensure that (1) all have the support and guidance to build a satisfying and satisfactory academic career at the College and (2) the risk is minimized of individual faculty members “falling through the cracks” as far as career path progression is concerned. (The Committee regards the faculty support as described on p. 66 of the self-evaluation report as inadequate.)
14. While the Department of Social Work is to be commended for its investment in consciousness-raising around issues of cultural diversity, the Department should, in concert with what is found in qualifying professional social work education programs in other multicultural societies, introduce a dedicated course at the BA level that explicitly deals with social work practice in diverse societies. (The MA program offers a “required seminar” on this topic but it is unclear how intervention-oriented this is.)
15. A review be undertaken of the quality of teaching in first year subjects.
16. The Department should introduce a more refined and accurate grading systems in order to more accurately assess learning outcomes attainment by students and address grade inflation.
17. The development / fund-raising division of Tel Hai College should seek to garner more funds to support students from disadvantaged backgrounds and to subvent to a greater degree practicum-related travel costs.

18. Further infrastructure development should seek to provide all full-time academic staff with a private / non-shared office.

Desirable changes recommended:

19. The Department may wish to consider the wisdom of beginning its optional/additional BA concentrations so early (in the first year of BA study) as students will not have had the opportunity to develop a clear conception of the nature of professional social work practice, its scope, methods and fields of practice before slotting into a specialized stream.
20. The Department may wish to consider the merits of an MA without generic content, that is, one whose overall focus is advanced practice in a select number of streams/concentrations for experienced social workers (family, stress and resilience, and management and supervision).
21. Beyond exploring better ways to integrate the multicultural perspective throughout its study programs, the Department should seriously consider the introduction of a dedicated core and intervention-oriented BA course/subject on culturally-sensitive social work practice. (It is acknowledged that a “required seminar” on this topic exists at the MA level.)
22. One desirable change is to place limits on the amount of committee work required of junior social work faculty members on committees that are external to the Department of Social Work.
23. The research undertaken by faculty members is very diverse. While some would claim that such diversity is a strength of the Department, others may see it quite differently. Thus, one way that academic units build their reputation is by the depth of the research they engage in a limited number of areas. It is recommended, therefore, that the Department of Social Work develop a research agenda in a small, select number of areas that builds on faculty members’ extant and demonstrable (through journal publications) research areas of expertise (where possible/appropriate) as a means of building depth and reputation that will attract both research students (should an MA with a thesis track be introduced) and research monies. Domains/research themes listed on pp. 188-189 of the self-evaluation report would serve as a good foundation for crafting such an agenda for future research activities.

24. Those recruited to fill faculty positions in the future should be selected, at least in part, on the basis of their ability to complement / help implement the research agenda.

Signed by:



Prof. Allan Borowski



Prof. Ram Can'an



Prof. Michàlle Mor Barak



Prof. David Biegel



Prof. Zahava Solomon



or Sven Hesse, Stockholm University, Stockholm

Prof. Sven Hesse

Appendix 1: Letter of Appointment

February 2015

Prof. Allan Borowski
School of Social Work
RMIT University
Australia

Dear Professor,

The Israeli Council for Higher Education (CHE) strives to ensure the continuing excellence and quality of Israeli higher education through a systematic evaluation process. By engaging upon this mission, the CHE seeks: to enhance and ensure the quality of academic studies, to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel, and to ensure the continued integration of the Israeli system of higher education in the international academic arena.

As part of this important endeavor we reach out to world renowned academicians to help us meet the challenges that confront the Israeli higher education by accepting our invitation to participate in our international evaluation committees. This process establishes a structure for an ongoing consultative process around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial enterprise.

It is with great pleasure that I hereby appoint you to serve as the Chair of the Council for Higher Education's Committee for the Evaluation of the study programs in **Social Work and Human services**. In addition to yourself, the composition of the Committee will be as follows: Prof. Michàlle Mor Barak, Prof. Ram Cnaan, Prof. David Biegel, Prof. Zahava Solomon and Prof. Sven Hesse

Ms. Alex Buslovich-Bilik will be the coordinator of the Committee.

Details regarding the operation of the committee and its mandate are provided in the enclosed appendix.

I wish you much success in your role as a member of this most important committee.

Sincerely,

Prof. Hagit Messer-Yaron
Vice Chair,
The Council for Higher Education (CHE)

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

Appendix 2: Site Visit Schedule

Social Work –Schedule of site visit Tel Hai academic college

Tuesday, March 11 ,2015

Time	Subject	Participants
9:-09:0030	Opening session with the heads of the institution	The President of Tel Hai college, Prof. Yona Chen. The Vice President for Academic Affairs, Prof. Shira Hantman.
09:30-10:15	Meeting with the Dean of Faculty of Humanities and Social Sciences	The Dean of Faculty of Humanities and Social Sciences, Prof. Nir Becker.
10:15-11:00	Meeting with the head of the department of Social Work	The head of the Department of Social Work, Prof. Eli Lawental.
11:00-11:45	Meeting with senior academic staff with tenure (representatives of relevant committees)*	Dr. Atalia Mosek, Dr. Carolyn Gutman, Dr. Moshe Farchi, Dr. Omer Lans, Dr. Ayala Cohen, Dr. Hadas Doron.
11:45-12:30	Meeting with senior academic staff without tenure (representatives of relevant committees)*	Dr. Amnon Lazar, Ms. Sharon Egozi, Dr. Aviva Zrihan Weitzman.
12:30-13:15	Lunch (in the same room)	Closed-door meeting of the committee
13:15-14:00	Meeting with B.A. and M.A. students** (up to 12 students)	Ms. Neta Sharf, B.A., 3rd year, Ms. Shlomit Alexander, 3rd year, Mr. Shahar Raanan, B.A., 3rd year Mr. Itay Nevo, B.A., 2nd year, Mr. Maor Vainstein, B.A., 2nd year, Ms. Roni Lahav, M.A., 2nd year, Ms. Inbal Kfir, M.A., 2nd year, Ms. Raifa Hakrush-Dakla, M.A., 2nd year,
14:00-14:45	Open slot	Tour of facilities: classrooms, library, offices, with The President of Tel Hai college, Prof. Yona Chen, The Vice President for Academic Affairs, Prof. Shira Hantman, and The head of the Department of Social Work, Prof. Eli Lawental.

14:45-15:00	Closed-door meeting of the committee	
15:00-15:30	Summation meeting with heads of institution, Dean and head of the department	The President of Tel Hai college, Prof. Yona Chen. The Vice President for Academic Affairs, Prof. Shira Hantman. The Dean of Faculty of Humanities and Social Sciences, Prof. Nir Becker. The head of the Department of Social Work, Prof. Eli Lawental.

* The heads of the institution and academic unit or their representatives will not attend these meetings.

** The visit will be conducted in English with the exception of students who may speak in Hebrew and anyone else who feels unable to converse in English.