



Evaluation of Nursing at Hebrew University

COMMITTEE FOR THE EVALUATION OF NURSING DEPARTMENTS IN ISRAEL

August 2021

Section 1: Background and Procedures

1. In the academic year 2019-20 the Council for Higher Education [CHE] put in place arrangements for the evaluation of study programs in the field of Nursing sciences in Israel.

2. The Higher Education Institutions [HEIs] participating in the evaluation process were:
 - Ariel University
 - Ben-Gurion University
 - Tel Aviv University
 - Tzfat Academic College
 - Haifa University
 - Jerusalem College of Technology
 - Ashkelon College
 - Hebrew University
 - Tel Aviv-Jaffa College
 - Emek Yizrael College
 - Israel Academic College

3. To undertake the evaluation, the Vice Chair of the CHE appointed a Committee consisting of¹:
 - Prof. Lynn Kilbride, The University of Dundee y, UK Committee Chair.
 - Prof. Joyce J. Fitzpatrick, Frances Payne Bolton School of Nursing; Case Western Reserve University.
 - Prof. Greer Glazer, University of Cincinnati College of Nursing.
 - Prof. Barbara Medoff-Cooper (Emerita), University of Pennsylvania.
 - Prof. Barbara Resnick, University of Maryland.
 - Prof. Yaffa Zisk-Rony, Hebrew University of Jerusalem.
 - Mr Andy Gibbs, Former Head of School of Community Health, Edinburgh Napier University United Kingdom
 - Prof Sivia Barnoy, Tel-Aviv University, Tel-Aviv, Israel².

 - Ms. Daniella Sandler served as the Coordinator of the Committee on behalf of the CHE.

4. The evaluation process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (February 2019). Within this framework the evaluation committee was required to:

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

² Prof. Barnoy was added to the committee on February 23, 2021. Therefor she took part of the evaluations that occurred after this date.

- examine the self-evaluation reports submitted by the institutions that provide study programs in Nursing.
 - Conduct virtual site visits at 11 institutions participating in the evaluation process.
 - submit to the CHE an individual report on each of the academic units and study programs participating in the evaluation.
 - set out the committee's findings and recommendations for each study program
 - submit to the CHE a general report regarding the evaluated field of study within the Israeli system of higher education.
5. The evaluation committee examined only the evidence provided by each participating institution — considering this alongside the distinctive mission set out by each institution in terms of its own aims and objectives. This material was further elaborated and explained in discussions with senior management, faculty members, students and alumni during the course of each visit to each of the institutions.
6. This report deals with the Hebrew University. The Committee Met with Hebrew University on 14th and 15th March 2021. The schedule of the visit is attached as **Appendix 2**.
7. The members of the committee that took part of Hebrew University's evaluation are:
- Prof. Lynn Kilbride, The University of Dundee, UK Committee Chair.
 - Prof. Joyce J. Fitzpatrick, Frances Payne Bolton School of Nursing; Case Western Reserve University.
 - Prof. Barbara Medoff-Cooper (Emerita), University of Pennsylvania.
 - Mr Andy Gibbs, Former Head of School of Community Health, Edinburgh Napier University United Kingdom.
 - Prof Sivia Barnoy, Tel-Aviv University, Tel-Aviv Israel.

Section 2: Executive Summary

The evaluation committee reviewed three programs delivered by the Department of Nursing at Hebrew University, BSN, MSc and PHD. The BSN program at Hebrew University is delivered across 3 campuses; Henrietta Szold Hadassah Hebrew University School of Nursing, Shamir Medical Centre and the Kaplan Medical Center Schools of Nursing. The MSc and PhD programs are only delivered in one campus the Henrietta Szold Hadassah Hebrew University School of Nursing. According to the SER, Hebrew University is part of the international scientific and scholarly network and strives to be among the best research universities worldwide. Further, HU has set internationalization as a strategic institutional priority. Thus, it is the opinion of the EC that the University should invest in the newly formed Department of Nursing to secure and advance the scientific standing of both the individual academic nursing faculty and the department as a whole.

The University Management and the Dean of Medicine were very supportive of the Nursing Department. The University Management however appeared to class the Department as teaching intensive as opposed to be research led like other Departments in the University. The Dean however articulated how she had seen progress in the Department in its research endeavor and showed full support in this activity continuing to grow. This dichotomy of opinion is perhaps causing some of the challenge that is continuing to be faced within the Department.

There were many aspects of the Nursing Department in Hebrew University that the EC were impressed with, student support and excellent student experience, highly intensive research a highly developed and supportive clinical placement infrastructure and of course an excellent reputation. However, it is essential to pay particular attention to three key areas that must be addressed if this reputation is to be maintained. It is of particular importance that a strategy around recruitment growth is developed that is appropriate for the discipline and the needs of the Department. It is essential to invest in the academic staff and recruit faculty that are fully employed by the Hebrew University and to allow faculty currently employed by Hadassah to move to a full university position. It is also necessary that the facilities for staff and students across the campuses is addressed and investment is made to make them fit for purpose and to be at the same standard as many other institutions in Israel. These recommendations were made in 2010 to the University and were not addressed which was disappointing for the EC to witness.

The standard of education and student support is high within the Nursing Department but to ensure this is maintained and there can be enhancements introduced it is imperative that quality assurance mechanisms across all three sites are implemented consistently.

Section 3: Observations

3.1 Introduction

The EC consisted of five people who all independently read the SER and then met to discuss their interpretation of the report and identify areas of further exploration at the meetings with Faculty, students (present and alumni), clinical staff and administrators (as per Appendix 1). The committee also used the meetings to triangulate the information detailed in the report paying particular attention to ensuring that the quality assurance processes, student experience and staff and infrastructure resource was as detailed in the SER. After the meeting with staff the EC all met to discuss their observations and agree on the areas of commendation and recommendations and these are outlined below.

3.2 Management and Administration

The SER effectively outlined the management and administration at Hebrew University. Hebrew University is one of the world's leading institutions and measures itself by international standards and strives to be counted amongst the best research universities worldwide. The Faculty of Medicine is the Parent Faculty for the Department of Nursing. The Teaching Committee of the Faculty of Medicine is responsible for the teaching and learning of the Department.

The Dean of Medicine is very supportive of the Department of Nursing and ensures that Nursing Faculty are represented on all Faculty committees. It was not clear how people were selected to be on these committees but the EC were heartened to see this practice.

The BSN programme at Hebrew University is delivered from 3 campuses; Henrietta Szold Hadassah Hebrew University School of Nursing, Shamir Medical Centre and the Kaplan Medical Center Schools of Nursing. The MSc and PhD programme are only delivered in one campus the Henrietta Szold Hadassah Hebrew University School of Nursing. Each campus has its own coordinator but overall responsibility lies with Head of Department of Nursing Dr Michal Liebergall. The Department has a strategic plan based on Faculty Development, Increased Student Satisfaction and Improving Teaching Strategies. Each campus devises its own actions that are aligned with these three areas which means that they can be tailored to the individual needs of students, staff and of course the campus. This appears to be a successful strategy as all of the students that the EC met reported an excellent **student experience and support and this was something that the committee would like to commend.**

There are departmental committees that look after various aspects of the University portfolio: curriculum committee, directors committee etc. The EC noted that there were no student representatives on these committees but would recommend that into the future this is considered to enhance the student voice within the Department.

Recommendations:

IMPORTANT:

- It is suggested that the student voice could be given more prominence in internal quality assurance by reviewing the remit and membership of the of the teaching committee to include students.

DESIRABLE:

- It is suggested that the process of how the Dean selects staff from the Nursing Dept to sit on University and Faculty committees could be documented and socialised in the community.

3.3 QA & Self-Evaluation Process

The self-evaluation documentation was completed in a coherent manner and covered most of the essential elements. The process that was used to compile the SER was outlined clearly in the report and it was confirmed during the site visit that the process listed was followed. Sadly, students were not involved in the development of the self-evaluation report but it was evident from the meetings with students that the self-evaluation documentation did not deviate from the experience that was articulated by the students in the meeting. The meetings that were held with staff gave the evaluation committee confidence in the accuracy of the self-evaluation process as the description of process and procedures within the meeting triangulated with the information received prior to the visits.

It was disappointing for the EC to read that recommendations related to recruitment and infrastructure that were made in the 2010 evaluation that have not been addressed. This failure to address these recommendations not only means that many of the adverse issues facing the department have deteriorated but also signals a failure of university quality systems to address recommendations arising from external quality review.

The consequences of inaction are highlighted throughout the rest of this report. **The EC acknowledge the challenges that the University face in dealing with these two issues but have to recommend that these are addressed as a matter of urgency (see recommendations later in report to help with this).**

Hebrew University has an internal quality assessment mechanism and the Office for Assessment and Evaluation is responsible for Internal Quality Assurance. This unit instigates timely international reviews and assists in the development of the SER. The QA system is described as being linked to strategic management and actions are clearly identified within the report. The report details that all faculty are involved in the IQA system. Staff who are employed within the three schools are not faculty and, although describing the good work they undertook, could not describe, for example, the procedure for making programme changes.

There EC heard a good rationale for why each campus were encouraged to implement bespoke activities to allow them to meet the strategic plan and as referred to previously the students in all campuses report excellent student experience. Teaching quality is assessed by student's assessments of modules at the end of each semester. In addition, the head of the department goes into lectures. However, there are some practices that were reported to EC that could cause inconsistencies in teaching and learning e.g. the adjunct lecturers are permitted to make changes to module content without consultation.

Recommendations:

IMPORTANT:

- It would be suggested that into the future students should be involved in the evaluation process.
- The EC recommends that all personnel involved in delivering university programs are aware of and implement university QA procedures.
- The EC recommend that there are regular and consistent quality assurance mechanisms for monitoring applied across all sites to ensure the teaching and learning across all sites is consistent.

3.4 Teaching and Learning

BSN Curriculum and study program

Three nursing schools are associated with the department: Hadassah, Shamir, Assaf Harofe and Kaplan. The department offers six BSN programs: the regular 4 year program, A program with BSN + paramedic qualification (only in Shamir), "Benie Menashe" for immigrants from east India (only in Shamir), "Achotheynu" (only in Hadassah) for Ethiopian students, Amirim for excellent students (only in Hadassah) and Pisga for training army nurses (only in Hadassah). In doing so, the DON follows their mission of "education of all populations in our country". The Amirim and Pisga programs take 3 years to complete. The BSN program is composed of 171.5 credits, of which 129 credits are mandated by the MOH. All students are required to study two elective enrichment courses from different faculties at the University. The head of the department is responsible for the planning and managing of all of the programs of study. The curriculum is under constant review and changes require the approval of the curriculum committee. The studies are held 5 days a week. Joint studies for students of the three schools take place in Hadassah; in the first year (2 days a week) and second year (one day a week). Most teaching is provided by nurses, the small percent that is taught by physicians is complemented by expert nurses mainly graduated their MN program. The students are satisfied with their studies and feel that it prepares them for their professional career. The DON assesses meeting their mission to "prepare entry-level professional nurses to be tomorrow's nurses" by the high rate of graduates that pass the national licensing exam and that their graduates are sought after by healthcare institutions.

The EC commends the department for the richness of the programs offered and the response to the needs of different populations and that most of the teaching is by expert nurses

As described in the SER, much of the teaching prior to COVID was undertaken on Campus. Currently, all teaching has been converted to online with each course still being delivered on line to all campuses in different groups . When asked about this change in teaching methods, the teachers described that the online clinical courses became “more theoretical” missing the hands-on tips. Students are generally very satisfied with the distance learning with some being interested in continuing with this type of learning and others expressing their desire to meet with their classmates face to face. It was noted that there are some inconsistencies in the online teaching methods as some of them described as not promoting learning. **The EC would suggest that to enhance resource effectiveness as courses are being designed for post COVID delivery joint module teaching across all three schools should be explored. This may also enhance consistency across modules. Staff should be continually provided with support and training in their on-line delivery.**

The SER did not include the student numbers. It was stated that there were 207 students in the first year, and it seems that student numbers increased significantly. For example, in Shamir the number of first year students almost doubled compared to the number of fourth year students. The EC were informed that the budget allocated to the Department did not increase proportionally with an increase in student numbers and this was a potential cause of poor student support and excess staff workload.

As described in the SER each school implemented different activities according to their needs and in the coming years they plan to strengthen common initiatives. As all exams are the same for all students, the school directors described holding monthly meetings to ensure achieving their learning outcomes. The EC’s impression from the meetings with the head of the department and the school directors was that they perceive the differences as a strength and the fact that the students successfully pass the government test indicates they all achieve their goals.

Clinical experiences/trainings

Although the theoretical underpinnings of the clinical placements are similar the logistics of the clinical experience at each campus is different.

At Hadassah the same teachers teach the theory and instruct in the departments and in Shamir and Kaplan some of the clinical instructors teach the theoretical courses and some are nurses working on the wards. When nurses are the instructors they are in charge of patients (less than usual) in parallel to tutoring the students. The DON is aware of the differences between the schools and assess that all are meeting the study objectives by the high percentage of passing the licensure exam.

- The number of students in clinical placements in the hospitals ranges between 6-9 students. All clinical instructors expressed a desire to instruct fewer students in a group. The clinical instructors described splitting the students into smaller groups by attaching them for observations to nurses

working on the ward, especially when an interesting procedure takes place. The EC is under the impression that there is a lack of sufficient experience in some procedures for example giving medication only once.

- Students fail their clinical placement when they do not achieve the placement's goals: unable to care for patients in the expected level, lack of knowledge, unprofessional behavior and safety issues. The students are assessed twice during each placement. The assessments are reflected to the students in face-to-face meetings, in which their achievements and what needs improvement are discussed. Assessment forms are the same for all schools and a lot of work is put in planning them. Currently they are in the process of shortening the form and preparing customized assessments for different clinical settings (3-4 forms). **The EC commends the DON for revisiting the clinical placements evaluation forms.**

IPE

None reported, although the DON is part of the faculty of medicine that includes health related departments.

Research

The DON puts value on research but feels that the BSN students are not exposed enough to research. Some of the faculty hires undergraduate students as research assistants. The senior faculty described a BA research course that is taught online as a flipped class to students in all three schools. The course requires students to explore a clinical question and to find an article, with preferences for RCT. They need to compare the article to the conduct in the clinic. The students described the incorporation of research content into their studies. However, they described that in their third year they are exposed to a "huge amount of research" through the research methods course where they are required to read a research paper and hand in a summary paper on a weekly basis. Every year there is a project that exposes them to research and two seminars one in third and fourth years that require reading many research papers. The students appreciate that research is essential for nursing but feel overwhelmed from the requirements. At the Shamir Campus, groups of highly motivated third year students, volunteer to participate in a research group where under the advisement of a faculty member they design and implement a small research study.

The EC commends the DON for the in-depth assimilation of research in teaching

M.Sc.

The Master's program is designed to educate the next generation of advanced practice nurses who possess a rich body of advanced theoretical and clinical knowledge. This is the first clinical oriented Master program in Israel.

The M.Sc. program is a two-year program containing two main tracks, a non-thesis and a thesis track which may require additional time to complete the research. The students also choose between two

clinical tracks (Women's Health and the Complicated Adult Patient/Critical Care). The thesis track is comprised of 31 credits and the non-thesis tracks of 40 credits. The program is divided into three components (clinical theory, clinical practice, and research/theory), four courses involve clinical experiences. The students are required to take 12 elective credits. In 2018, a fast-track MSc-PhD program was opened. The students in this track receive a tuition scholarship from the DON. The program graduates hold prestigious clinical and administrative positions throughout the country. The DON is developing an MSc program for a nurse specialist in surgery.

Table 5 shows a dramatic decrease in the students enrolled in the non-thesis track.

There are currently 7 senior faculty that can mentor theses, table 8 shows that there are 49 active thesis students, some of the faculty members supervise more than 10 students. The DON is seeking for innovative ways to increase the number of thesis mentors, by peering less experienced nurse advisors with experienced non-nurses, this may result in theses that are not directly related to nursing research. The head of the department and school directors noted that the DON is known for the high-quality theses.

Recommendations:

ESSENTIAL:

- The EC recommend that budget allocations are increased proportionally with increased in student numbers.
- It is recommended that It should be guaranteed that the students experience all necessary activities in the clinical placements and thus achieve the goals of the placement.
- There is a need to increase the number of nurse theses mentors either by recruiting senior faculty members or by peering experienced nurse researchers (from the field) with less experienced faculty mentors.

DESIRABLE:

- COVID delivery joint module teaching across all three schools should be explored. This may also enhance consistency across modules. Staff should be continually provided with support and training in their on-line delivery.
- It is suggested that the DON develops Interdisciplinary courses with the health-related departments.

- The EC recommend investigating the reasons for the decrease in the students in the non-thesis track and to take steps to attract more students.

3.5 Faculty

Given the unique structure of the Hebrew University Department of Nursing, the faculty composition varies between the three schools. In 2019 the Hebrew University revised the organizational structure which introduced a department chair with each school (Henrietta Szold Hadassah Hebrew University School of Nursing, Shamir Medical Center and the Kaplan Medical Center Schools of Nursing) having a director. At present there are 8 faculty at Hadassah with a PhD, one faculty member at Kaplan, and three at Asaf Harofe. Of the 8 faculty with a PhD at Hadassah, only 7 have academic appointments. There are no faculty with academic appointments at the other two schools. The senior nursing faculty have a heavy teaching burden which supports the need for the more slots to be available at each of the schools. At present there is an active recruitment underway for additional faculty as five faculty will be retiring in the next few years. Of the five, three are senior lecturers who can supervise doctoral dissertations. The senior faculty at Hadassah DON have well developed programs of research, collaborating with both Israeli investigators as well as international investigators. The rules of promotion are somewhat vague and often depend on whoever is in the role of head of promotion committee in the School of Medicine. Only recently have there been a nurse on the promotions committee. In each school faculty members are hospital employees, not University employees which translates to a perception of second-class citizen status. Of the faculty with an academic appointment only three (one professor and two senior lecturers) are exempt from clocking in and out at the beginning and end of the day. There are concerns regarding heavy teaching loads which take away from research time and lack of adequate office space for teaching faculty and students. There is strong sentiment among the faculty that the University administration does not consider them to be full members of the academic community. All of the faculty are paid by the individual hospitals and are considered at the same level as nurse managers. Without the Hebrew University's commitment to the providing university slots to the faculty with academic appointment the faculty feel that they will not and are not be treated with the same level of respect as all other University faculty. To overcome the significant challenges that are being faced in this area:

To promote the Department of Nursing academically, and for it to become a leading department in Israel, as it should be, it is mandatory to allow the existing faculty currently employed in Hadassah to be employed by Hebrew University and have the same terms and conditions of employment.

Recommendations:

ESSENTIAL:

- The University must prioritize Recruiting senior nursing academics with research programs to the regular track on University slots
- Make the academic promotion criteria clear and transparent and appropriate for teaching and research roles – CATEGORISATION ESSENTIAL and consider Faculty with academic appointment the opportunity to hold University positions
- To promote the Department of Nursing academically, and for it to become a leading department in Israel, as it should be, it is mandatory to allow the existing faculty currently employed in Hadassah to be employed by Hebrew University and have the same terms and conditions of employment

IMPORTANT:

- Prepare PhD students in their program for academic careers at the Nursing Department

3.6 Research

The senior nursing faculty at Hadassah have a program of research that for the most part is well developed. This is less the case in the other two schools. Faculty engaged in research are collaborating with both Israeli colleagues from other universities as well as international colleagues. There are three areas of concern regarding said research: lack of a research infrastructure, absence of research space and heavy teaching loads which precludes time for research. The infrastructure problem is the most significant barrier, with a lack of statistical consultation, research assistance, or administrative support (only four secretaries, two in Haddash, one in Assaf Harofe and one in Kaplan). Faculty are paid by the individual hospitals and are not allowed to "clock out" past 4pm. Most research is done in the evenings and weekends which is unpaid time. A number of the faculty are well known in their areas of research, yet University administration conceded that the research that is most valued with HU is basic science investigations, thus putting the nursing department of at a disadvantage. The faculty recognize that there are internal research grants within the University, however these research mechanisms are highly competitive and often with limited shekels. Despite these limitations the senior faculty acknowledge and value the fact that they are part of a well-respected research-intensive University.

Recommendations:

ESSENTIAL:

- To enhance the reputation of Nursing research there has to be commitment from the University to provide the academic faculty with research infrastructure: statistical support, time commitment, research funds

IMPORTANT:

- Recognition of nursing research as a valued field in the university and allocate funds for the internal funds that can accommodate nursing research

3.7 Students

Based on the recommendations of the prior CHE report, the nursing department has streamlined the evaluation of students for admission to the various academic programs (BSN, MSc, PhD). The department has been accepting students based only on psychometric and matriculation scores, and has found this insufficient, resulting in a higher than desirable dropout rate among BSN students. The academic admission requirements, achievements in the psychometric test and high school matriculations are used to select students for each of the schools. The admission requirements for each school are different, with Hadassah the highest requirements at home and Kaplan the lowest. Although the Schools have been successful in reducing the dropout rate to approximately 9-10%, the Admissions Committee is in the process of designing a new admissions process to address the applicants' potential fit to the profession is in place as it has been noted that there have been a number of students admitted using the revised criteria that have been not suitable for the profession.

BSN students interviewed across the 3 schools expressed satisfaction with the curriculum and the faculty. Although they recognized that there were differences across the 3 schools there was a positive response within all of the schools. Masters level students also were positive regarding their academic experiences, independent of whether they were on the thesis or non-thesis track. They had high regard for the faculty and the conduct of the program. **The EC commends the DON for their good reputation that attracts students to the department.**

Accommodations for special populations

There are a high percentage of Arab students in the program in addition to the "Achotheynu" in Hadassah school and Beni Menashe in Shamir school. In each school there is a consultor that provides support to these students. The University helps with psychological support. The deputy director of the Hadassah School, Dr. Yalon, collects information about the student's special needs, and tries to resolve them. The support reduced the dropout.

The EC commends the DON for level of support offered to students from this population.

PhD program

The PhD program at HU is based on the European system whereas applicants have a supervisor from any University in Israel. All courses are decided upon by student with advice from the students' supervisor. The students interviewed are all preparing for a future in academic nursing. Initial identification of a faculty supervisor is the most challenging part of launching into a doctoral program. Dr. Wruble, who is the head of the PhD program has established a monthly meeting of all current pre-doctoral students to present their research. Faculty from all three schools are invited to attend. The goal of the doctoral program is to prepare the next generation of nurse investigators and academics. The doctoral students feel well connected to the faculty at Hadassah and in general were positive about their experiences with one caveat; the lack of dedicated space for the students to work within the department of nursing.

Recommendations:

IMPORTANT:

- It is recommended that key admissions personnel consult with international colleagues to review best practices in recruitment and admission to schools of nursing and they should strive to ensure that admission criteria and processes are the same

3.8 Infrastructure

According to the SER, in 2019 there was a University revision in the organizational structure of the School of Nursing that resulted in the opening of the Henrietta Szold Hadassah Hebrew University Department of Nursing. Subsequently a department chair position was introduced. This restructuring also led to the development of departmental committees within HU. One of the primary purposes for the reorganization was to support interaction with other departments within the university and Faculty of Medicine.

In addition to the responsibilities to the university, the Department chair works closely with the three Directors of the Schools of Nursing Henrietta Szold Hadassah Hebrew University School of Nursing, Shamir Medical Center School of Nursing and the Kaplan Medical Center School of Nursing. While the 3 schools all relate to the HU Department of Nursing the needs and resources for each school are not the same. In addition, the Schools of Nursing hire the faculty for the teaching in each school. Faculty members in the schools are considered as nurses not as academics within the schools that hire them. They are treated as hourly employees rather than having their workloads calculated on teaching credits or mentoring of students. This structure presents a great challenge in enhancing the research and scholarship among the faculty. The university department focus on research is thus not built into the structure of the 3 schools, and is dependent on the individual faculty members' willingness and

persistence in advancing their own scholarship. During the interviews faculty expressed their frustration with the current structure and system, yet were often willing to pursue their scientific interests in spite of the structural barriers. This research is most often conducted on the individual's own time, rather than considered a significant part of the faculty role.

In Hadassah the simulation facilities were described as very basic and old with not enough equipment. The DON is now planning a new simulation center and needs to ensure that all students have access to the same level of simulation facilities.

There are major similar infrastructure needs across the department and the 3 schools. In both the SER and the meetings with academic and clinical staff and students, all pointed to a severe shortage of classroom resources, particularly rooms that can accommodate large numbers of students. In addition, there is an identified need for offices for individual academic staff and a need for space for PhD students.

Recommendations:

ESSENTIAL:

- After years of neglect by the Hebrew University, the subject of academic staff must undergo a radical change by recruiting faculty members on a full university academic position and allow the faculty currently employed by Hadassah to move to a full university position.
- to it is recommended that the Department compares the simulation centers and invest as required in infrastructure to make sure the students in all three schools are receiving equal training at an appropriate level.
- It is recommended that due to the infrastructure need that was recognized for administrative staff. the infrastructure requirements for the School of Nursing are met as soon as possible.

Section 4: Commendations, Recommendations and Suggestions

Commendations

- The EC witnessed excellent student experience and support and this was something that the committee would like to commend (C1)
- The EC commends the department for the richness of the programs offered and the response to the needs of different populations and that most of the teaching is by expert nurses (C2)
- The EC commends the DON for revisiting the clinical placements evaluation forms (C3)
- The EC commends the DON for their good reputation that attracts students to the department (C4)
- The EC commends the DON for level of support offered to students from widening access populations (C5)

Recommendations:

Essential:

1. To promote the Department of Nursing academically, and for it to become a leading department in Israel, as it should be, it is mandatory to allow the existing faculty to move on to a regular academic appointment on University slots. Appointments that include all the conditions granted to academic staff members.
2. Recruitment of senior nursing academics with research programs to the regular track on University slots.
3. all personnel involved in delivering university programs are aware of and implement university QA procedures.

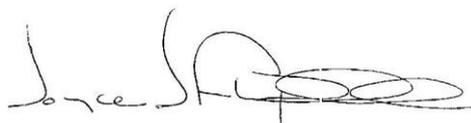
Important:

1. There needs to be regular and consistent quality assurance mechanisms for monitoring applied across all sites to ensure the teaching and learning across all sites is consistent
2. budget allocations are increased proportionally with increased In student numbers
3. It is recommended that It should be guaranteed that the students experience all necessary activities in the clinical placements and thus achieve the goals of the placement
4. It is recommended that key admissions personnel consult with international colleagues to review best practices in recruitment and admission to schools of nursing and they should strive to ensure that admission criteria and processes are the same
5. Compare the simulation centers and invest as required in infrastructure make sure the students in all three schools are receiving equal training at an appropriate level.

Desirable:

1. That the process of how the Dean selects staff from the Nursing Dept to sit on University and Faculty committees could be documented and socialised in the community (S1)
2. It is suggested that the student voice could be given more prominence in internal quality assurance by reviewing the remit and membership of the of the teaching committee to include students (S2)
3. It would be suggested that into the future students should be involved in the evaluation process (S3)
4. The EC would suggest that to enhance resource effectiveness as courses are being designed for post COVID delivery joint module teaching across all three schools should be explored. This may also enhance consistency across modules. Staff should be continually provided with support and training in their on-line delivery (S4)
5. It is suggested that the DON ddevelop Interdisciplinary courses with the health-related departments (S5)
6. It is suggested that key admissions personnel consult with international colleagues to review best practices in recruitment and admission to schools of nursing.

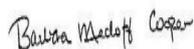
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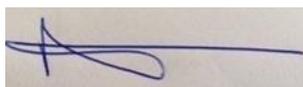
Prof. Joyce J. Fitzpatrick



Committee Chair- Prof. Lynn Kilbride



Prof. Barbara Medoff-Cooper



Mr Andy Gibbs



Prof Sivia Barnoy

Appendix #1: Letter of appointment

October 2020

Dear Professor Kilbride,

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 a committee chair of the Council for Higher Education's Committee for the Evaluation of **Nursing** departments. In addition to yourself, the composition of the Committee will be as follows: Prof. Joyce J. Fitzpatrick, Prof. Greer Glazer, Prof. Michal Granot, Prof. Barbara Medoff-Cooper (Emerita), Prof. Barbara Resnick, and Prof. Yaffa Zisk-Roni.

Ms. Naama Levi and Ms. Daniela Sandler will be the coordinators 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 committee chair of this most important committee.

Sincerely,



Prof. Ido Perlman

Vice Chair,

The Council for Higher Education (CHE)

Appendix #2: Visit schedule

Nursing Evaluation Committee - Schedule of online visit Hebrew University- Hadassah

Day 1- March 14th 2021

***The visit will be divided into 2 half days, starting at 17:00 (Israel time)**

***Meetings are conducted in a Q&A format**

Time	Subject	Participants
16:30-17:00	Opening session with the heads of the institution	Prof. Asher Cohen - President Prof. Barak Medina - Rector Prof. Berta Levavi-Sivan - Vice Rector
17:00-17:30	Meeting with the Dean of Faculty of Social Welfare and Health Sciences*	Prof. Dina Ben Yehuda
17:30-17:45	Break	
17:45-18:15	Presentation by the Head of the Department of Nursing *	Dr. Michal Liebergall
18:15-18:45	Meeting with the Head of the Department of Nursing (Q&A)*	Dr. Michal Liebergall <u>School's Directors:</u> Dr. Sarit Shimoni-Kanat Dr. Efrat Danino Dr. Hila Tam <u>Assistance directors:</u> Tamar Shoshan Yoram Nevo Regina Bergart
18:45-19:05	Virtual tour of facilities and infrastructure followed by a short Q&A*	IF NEEDED

Day 2 March 15th , 2021

17:00-18:00	Meeting with senior academic staff * (including academic heads of programs)	Up to 8 faculty members Dr. Anna Woloski-Wruble Dr. Julie Benbenishty Dr. Ilana Kadmon Dr. Anita Noble Dr. Sarit Shimoni-Kanat Dr. Caryn Andrews
18:00-18:15	break	
18:15-18:45	Meeting with Adjunct academic staff *	Up to 8 participants Parallel sessions 2 Lorraine Hameiri Evelyn Nuszen Dr. Noga Buber-Ben-David Hanni Schroeder Jacqueline Reuveni Dr. Khaled Awawdi
18:15-18:45	Meeting with instructors/ Clinical instructors/Clinical center heads (in relevant disciplines)*	Levi Vardit Toni Issa Hana Zurel Anna Rahamim Aluma Skaat Ofir Rubinstin
18:45-19:00	break	
19:00-19:30	Meeting with BA students**	
19:00-19:30	Meeting with Alumni**	
19:30-20:00	Meeting with MA students**	
19:30-20:00	Meeting with Ph.D students**	

