



**Committee for the Evaluation of Social Work Study
and Human Services Programs**

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

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**¹ - 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:²

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 In accordance with CHE policy, Prof. Zahava Solomon did not participate in the evaluation in order to avoid the appearance of any conflict of interest.

² 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 the Hebrew University. The Committee's visit to the Hebrew University took place on Wednesday March 19th ,2015.

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

The Committee thanks the management of The Hebrew University 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 Hebrew University

This Report relates to the situation current at the time of the visit to the institution, and does not take account of any subsequent changes. The Report records the conclusions reached by the Evaluation Committee based on the documentation provided by the institution, information gained through interviews, discussion and observation as well as other information available to the Committee.

1. Executive Summary

The Paul Baerwald School of Social Work and Social Welfare was founded in 1949 as the first academic social work program in Israel. It enjoys a unique status as an independent school, functioning as a Faculty, within the Hebrew University. The School places a strong emphasis on social policy with the name of the School having been changed to “social work and social welfare” to reflect this fact. The School’s mission statement is strong and well-balanced with respect to the School’s commitment to research, education, service, and to the values of the social work profession.

The Baerwald School has a wide variety of degree programs offered to about 1,000 students at Bachelor’s, Master’s and Doctoral levels. There are 23 senior faculty members, 13 parallel-clinical track faculty members and 61 adjunct teachers at the School. The number of senior academic positions has decreased by 9% in the past 10 years. Baerwald School faculty members as a whole are very productive scholars and researchers whose work is internationally recognized.

A new strategic plan for the School is needed in order to address the School’s limited financial resources, decrease in the number of full-time faculty members as well as impending faculty retirements, infrastructure needs, and diversity. In particular, the reduction in faculty size in the face of burgeoning student numbers raises serious implications for the School’s ability to continue to deliver high quality education and research and to maintain its favorable national and international reputation.

2. Organizational Structure

The Hebrew University of Jerusalem, founded in 1918 and officially opened in 1925, is recognized as Israel’s premier university and as a leading research institution. The Paul Baerwald School of Social Work and Social Welfare was founded in 1949 as the first academic social work school in Israel. It enjoys a unique status as an independent school, functioning as a faculty within the Hebrew University. The School is independent with respect to most aspects of its management with the exception of faculty position allocations. Decisions regarding the latter reside with the office of the Rector.

The Committee recognizes the strength of the School’s independent status within the university and was encouraged to learn from the Rector that there are no plans

to change this status in the future. However, the Committee is concerned about the potential impact of the current and impending reduction in the number of tenure-track faculty (due to budget cuts and retirements) on the School's ability to deliver its mission and to maintain its national and international prestige.

Commendation

The Committee commends the University for maintaining the School's independent status.

3. Mission and Goals

The School places a strong emphasis on social policy with the name of the school having been changed to "... social work and social welfare" to reflect this fact. Faculty members are very productive scholars and researchers whose work is internationally recognized.

The School's mission statement ("... to advance the causes of social justice, the personal and social well-being of individuals, the training of leading professionals, and to play an active role in the social work profession and development of social services and policies for individuals, families, groups, organizations and communities in Israel and across the globe," and to "... Maintain balance between research and the applied aspects of social work education" (pp. 10, 17) is strong and well-balanced with respect to its commitment to research, education, service, and to the values of the social work profession.

The self-study report indicates that the School's last strategic plan was developed in 2011. In light of concerns raised by the School and supported by this Committee regarding limited financial resources, lack of infrastructure to support its educational programs and research, decrease in the number of full-time faculty members, the need to increase student diversity, and the recent appointment of a new Dean for the School, now is the appropriate time for the School to develop a new strategic plan.

Recommendations

Essential changes required:

The School should develop a new strategic plan during the 2015-2016 academic year that addresses its goals and objectives for the next five years. This plan should examine issues pertaining to limited financial resources, decrease in full-time faculty size as well as pending faculty retirements, infrastructure needs, and diversity.

In planning for its next steps, the School needs to have some strategic discussions concerning its ability to maintain its breadth of high quality academic offerings given the current and projected constraints in fiscal and human resources.

The new strategic planning should examine the role of the School with respect to the unique community within which it resides, and how to address some issues that are unique to the City of Jerusalem. Issues should include diverse populations, trauma, and conflict and international programs.

4. Study Programs

The Bearwald School has a wide variety of degree programs offered to about 1,000 students including a Bachelor of Social Work (BSW); a joint BSW degree with a major in law, humanities or social science; a Masters in Social Work (MSW); an MA in non-profit management; an MA in early childhood studies; and, a doctoral degree (PhD). In addition, two new programs are in the planning stages-- an MSW in Early Childhood and an MA in Counseling in Early Childhood. The School also has Israel's largest nonprofit/philanthropy programs. However, evaluating these latter programs was outside of the Committee's mission.

In an effort to ensure that the School's graduate programs are not separate islands unto themselves, about four or five years ago the School decided to offer all classes and research seminars on the same days and hours for all programs so that students from different programs could take the same seminars regardless of which graduate program they were in. The School examined all of its graduate courses in its different programs and decided which courses in particular graduate programs could be open to its students in other graduate programs in the School. The School also formed a Teaching/Curriculum Committee for all graduate programs rather than having separate committees for each program as was the previous practice. This Committee meets once each month. In addition, the Heads of all programs meet together with the Dean regularly to discuss common issues across programs.

The Committee believes that these efforts to achieve some integration of graduate program offerings are a very positive step. Nevertheless, there is a concern that the School may be trying to do too much given its limited current and anticipated future resources. As noted in the self-study report and as observed in the Committee's site visit, there are fewer senior and clinical faculty members, budget constraints have led to fewer elective courses at the School, and classes have increased in size as enrolments have grown which has limited the School's ability to adequately evaluate student learning outcomes in some classes.

As noted in Section 3 of this Report, the Committee believes that the School needs to have some strategic discussions about its ability to maintain its breadth of diverse educational offerings while maintaining high quality with limited resources. Some members of the Review Committee expressed some concerns about whether the School was an appropriate place for the Early Childhood program. Although the School's leadership did not express immediate concerns about the need to address this issue during the site visit, as they didn't believe the School was in a crisis mode, the Committee believes that some retrenchment of existing academic programs, through the lens of the School's strategic vision may be necessary to maintain high quality of its existing BA, MA and Ph.D. programs within existing and anticipated fiscal and human resources.

The self-study report states that materials on evidence-based practice have been added to the BSW and MSW curricula to address a concern raised in the previous CHE Committee report. However, the self-study report does not provide sufficient information for the current Committee to judge the extent to which the School has actually implemented EBP content in its curricula.

Recommendations

Essential changes required:

Decrease class size to provide higher quality professional and academic education. To the extent that budget restrictions limit this option, perhaps use a hybrid approach of decreasing class sizes where possible and developing alternative teaching methodologies and student evaluation strategies to address large class sizes (e.g., collaborative teaching with co-teachers, greater use of Teaching Assistants, e-learning classes), mixed use of e-learning and on-site discussion sections, adjustments in class meeting times and hours (no change in overall number of hours per course but rather how those hours are distributed—few individual sessions that are longer, allowing more small group discussions within large class sizes).

Develop student assessment/grading procedures in very large classes that allow feedback from faculty on student performance instead of just relying solely on grades based upon multiple choice exams.

Advisable changes:

Offer more electives to accommodate students' interests and the varied needs for expertise in the field.

5. Human Resources / Faculty

At the beginning of the 2014/15 academic year, the Baerwald School had 23 senior academic faculty members (in 22 positions), 13 faculty members in the parallel-clinical track and 61 adjunct teachers. In the past ten years, the number of senior academic faculty members has decreased by 2.25 positions (9%). At the same time, the number of parallel-clinical track members has decreased by 5 positions (28%) and the number of adjunct teachers has increased by 30 positions (97%). In addition, 3-4 senior faculty retirements are anticipated in the next five years. These changes in faculty size and composition are of considerable concern since the total number of students in all academic programs has increased by 64% in just the past five years and the scholarly productivity expectations of full time faculty have increased as well. This has resulted in larger classes, more classes being taught by adjunct teachers, and a heavier workload for faculty.

The Committee is very concerned by the reduction in faculty size and the increasing reliance on adjunct faculty due to current and future budgetary restriction for both the quality of students' education and faculty members' research productivity. This grave situation poses a serious threat to the prestigious status that the School has enjoyed over the years for its excellence in teaching and research.

The Baerwald School has an excellent formal mentoring program in which senior faculty members mentor junior faculty on a one-to-one matching basis. The junior faculty members with whom the Committee met expressed very positive viewpoints about this mentoring program. Nevertheless, this mentoring program could be improved still further through the training of both mentors and mentees in the optimal use of the mentoring relationship.

The Committee also viewed with some concern the implications of the current and future staffing situation for the thesis supervision capacity of the School. Group supervision is already being utilized. As the self-study report acknowledges, the "jury is still out" as to whether or not this is a good way of supervising student theses. Further, faculty members are not obliged to supervise student theses. This is at odds with the practice at universities in North America and Oceania and, increasingly, with the practice of Schools of Social Work in Israel where thesis supervision is considered an integral part of the faculty member's role and is taken into account in promotion processes.

Beyond efforts to find "economical" ways of supervising theses, the School should also invest in formal supervision training for faculty (and students too!) as a means of enhancing the quality of supervision and also perhaps enticing faculty members who do not supervise to take on this role.

Given the large and growing number of adjunct faculty, the Committee is of the view that a School-wide (indeed, perhaps even university-wide) structured program of

induction training and supervision of such casual faculty members may have considerable merit. The importance of such a program is underscored by what appears to be the less-than-ideal situation of a significant number of adjunct faculty who are not professionally-trained social workers and, yet, are required to somehow tailor their course offerings to the needs of students enrolled in a professional program of study.

An important component of the School's human resources is the field supervisors. The Committee was impressed by the School's investment in the training of supervisors, in their ongoing supervision and development (including the Supervision Center initiative) and, indeed, the organization of the field education program as a whole through the learning centers.

Recommendations

Essential changes required:

The Committee is alarmed by the implications for the serious reduction in faculty size and the casualization of its teaching staff (the latter as reflected in the huge increase in adjunct teachers) to the School's ability to continue to deliver high quality research and education. It poses a threat to the School's preeminent status in the country and internationally. The Committee strongly recommends that the university, through the Rector, ensures that all retiring faculty positions in the next ten years remain with the School to fill and that new positions are added to bring the School back to its full faculty establishment, an establishment that also needs to be reviewed by the university in order to take cognizance of the very large increase in student enrolments.

Advisable changes

The School should review its policy of not requiring faculty members to supervise student theses. In addition, the School should invest in formal supervision training for faculty members (and students too as “consumers” of supervision) in order to enhance the quality of supervision.

Given the large number of adjunct faculty members, the School should develop a program of induction, supervision and training of adjunct faculty, a number of whom are not professionally-trained social workers.

6. Students

In the previous section of this report, we expressed concern about the decrease in senior and clinical track faculty and an increase in the numbers of adjunct faculty over the past decade, coupled with a large increase in the number of students in the School’s educational programs, especially over the last five years. This has led to larger class sizes with the average number of students taught by tenure-track faculty being 40. However, 22 classes consisted of 100 students or more.

The acceptance rates for students in the BSW degree program have risen from 39% five years ago to a present rate of 50%. While feedback that Committee members received from BA degree students was generally positive, some students, albeit not a representative group, felt that first year courses in general were not challenging enough. Concern was also expressed that first year courses in particular had only one assessment measure, usually multiple choice exams, and students believed that this emphasized memorization and not what they truly learned in these classes. Concern was also expressed about the limited diversity of the student body. For example, there are few minority or students from underrepresented groups at the School. In consequence, some students expressed a desire for greater diversity among the student body.

The acceptance rates of students in the MSW program have remained relatively stable in the past five years at 60% of applicants. Due to grade inflation, median grades in the MSW program are very high (90-94.9%) and therefore not very meaningful in distinguishing differences among students in terms of their academic performance.

The School does not appear to have a fully developed career advisement program for its BSW, MSW, or MA graduates.

Doctoral students were very pleased with the impressive research and scholarship of the Baerwald School's faculty members. Given the limitations of funding for doctoral students and students' subsequent need to remain employed, it was difficult for them to find time to work on publications.

The doctoral students indicated that they would like to be able to take specific PhD courses in addition to existing seminars and the writing for academic publication course. For example, they would like to take advanced quantitative research courses in Factor Analysis or SEM as well as qualitative research courses. This was noted by the Committee as a serious deficiency in the PhD program because advanced methods courses are required in social work PhD programs in top schools the United States, Europe and Australia.

Further, while most PhD students hope to obtain a job in the academy after graduation, many will not, in fact, be able to do so given the intense competition for such positions in Israel. In order to assume leadership roles outside of the academic context (and, indeed, even inside the academy!), the Committee believes that PhD students would greatly benefit from additional courses, for example, in leadership and the management of complex organizations.

The doctoral students also indicated that they do not get together as a learning community and are not well integrated into the School, issues they would like to see addressed by the School.

The self-study report (p. 18) speaks to the matter of "widening the potential sources for excellent candidates for our graduate programs beyond the confines of the social work profession." On p. 58 reference is made to "a more heterogeneous make up of students" for the PhD program. No rationale is provided for this "broader" focus on students who, on the face of it, do not appear to have professional practice experience and, yet, are enrolling in graduate programs that seek to prepare them for leadership roles in the social work profession.

Recommendations

Essential changes required:

The School should utilize a variety of grading mechanisms in first year BA courses so as to better evaluate learning outcomes with respect to students' knowledge and critical thinking ability and provide students with more meaningful and discerning feedback.

Greater structure is needed in coursework to ensure that all doctoral students

receive comprehensive methodological training. Advanced research methods and data analysis courses should be required for all doctoral students whether they do quantitative or qualitative research.

Advisable changes

The School should develop a career advisement program for its degree program graduates.

Funding for PhD students is seriously lacking. This is evident both in comparison to programs in other countries and to some of the other disciplines at the Hebrew University (according to the Committee's conversation with the Rector). It is important to allow PhD students to focus on their research and publications while in the program so they are able to compete effectively for academic jobs upon graduation.

The Committee recognizes that union contracts make it difficult for doctoral students to teach courses. However, other opportunities to provide teaching experiences for doctoral students should be explored, e.g., guest lectureships, teaching mentorships to work with faculty in course planning, syllabus development, etc.

The School should explore ways in which greater interaction among doctoral students and greater integration of doctoral students into the School community could be achieved.

7. Teaching and Learning Outcomes

The Baerwald School uses a number of mechanisms to assess the quality of its teaching. Students complete written standard teaching evaluations at the end of each course with copies of the evaluations sent to the Dean. Upon review of these evaluations by the Dean, adjunct lecturers who receive repeatedly negative evaluations are let go. Senior (tenure-track) faculty members who receive negative course evaluations are possibly referred to the University Teaching and Learning Center for workshop participation. The Dean meets regularly with the heads of the Bachelor's and Master's programs to assess the quality of the teaching and performance of the instructors. Overall, teachers receive high scores from their students (17 out of 20) and this scoring has been stable over the past few years. Lists of outstanding teachers are publicized by the University and School as a way of encouraging teaching excellence. Junior faculty members receive mentoring in teaching from senior faculty.

The School has only recently added course aims and intended learning outcomes (ILOs) into its syllabi. The Committee is of the view that these course ILOs should be shaped by the ILOs of the School's various programs of study. These latter ILO's

should be informed by a clear conception of the knowledge and skills that each program as a whole seek to impart.

The self-study does not discuss the role of the Dean and the Heads of the academic programs in monitoring the implementation and usefulness of learning outcomes. In the future, the new implementation of learning outcomes will need to be carefully and regularly evaluated.

BSW students reported that some large classes, particularly in the first year, have only one assessment measure, usually a multiple choice exam. Relying only on this single mechanism is inadequate for measuring learning outcomes, particularly critical thinking and the ability to make connections between the course curriculum content and social work practice.

The School reports that "... overall our students' final grades for all academic programs have been very high with a small distinction between excellent and less than good students. There are no failures in the program, and the number of students with final grades of 74.0-79.9 is negligible. ... At the MSW level, the median range of the final grades is even higher, 90.0-94.9, and the academic year of 2013 is noticeable in its high final grades...". Though not unique to the Baerwald School, it is very clear from this data that grade inflation is a considerable problem. Given the position of the Baerwald School as a leader in social work education in Israel, it is very important that this problem be addressed in order to maintain the high educational quality and reputation of the School's programs.

Recommendations

Essential changes required:

Written procedures need to be developed addressing how the Dean and academic program Heads will monitor and evaluate the implementation of course learning outcomes.

The School should introduce more and diverse grading methods that would help assess students' mastery of learning outcomes more accurately and provide them with meaningful and discerning feedback.

Advisable changes:

The intended learning outcomes of each of the many courses offered by the School should be shaped by the intended learning outcomes of each of the School's programs and be informed by a clear conception of the knowledge and skills that each program seeks to impart.

8. Research

The research and scholarship of the faculty at the Baerwald School is very impressive, particularly considering the limited funding resources available for research. Faculty members are very productive and quite successful in their academic work. They publish in leading journals, have a large number of conference presentations, and are very competitive in obtaining the limited external funding available to support their research. The School has a number of research centers. They are: The Israel Gerontological Data Center, the Center for the Study of Philanthropy in Israel, NEVET Greenhouse (multidisciplinary capacity building of young scholars and practitioners), and the HARUV Institute (child abuse and neglect). Particular areas of research in which the School has considerable strengths include research on social policy, gerontology, early childhood, violence, disability and health, and non-profit management and philanthropy. Faculty research assists government and non-profit organizations in the policy formulation process.

In the last five years, Baerwald School faculty members published a total of 247 journal articles, of which 37 (15%) were in Category A journals, 24 (9.7%) were in Category B Journals and 186 (75.3%) were in Categories C & D journals. In addition, during this period, faculty members published 14 books and 83 chapters in edited books. Over the past five years, faculty members have generated a total of \$US6,574,094 in external grant funding. A considerable amount of these funds were competitive grants, ranging from 37% in 2011-12 to 52% in 2012-13. On average, each faculty member advises 3.3 theses (MSW/MA) and 1.56 doctoral dissertations.

Despite the noted strengths identified above, the School faces a number of challenges in supporting and extending its research and scholarship. First, it does not have an endowed research center with infrastructure supports such as statisticians, research coordinators/assistants, research design consultants, and financial supports for collaborative research endeavors. Second, faculty research interests cover many areas that do not converge to areas of considerable strength, given the relatively small number of research-active faculty. Third, research does not cross-cut problem areas—e.g., violence and substance abuse or physical and mental health. Fourth, faculty undertake few longitudinal research studies which are needed to support research training of doctoral students and to be competitive with Western countries. And finally, the School indicates that its work is having more impact on policy than on social work practice with little research on evidence-based practice and interventions in particular. There is no-one at the School at faculty level who assumes the responsibility of enhancing research and supporting grant applications. The Committee believes that the Baerwald School would benefit from the appointment of an Associate Dean for Research similar to the effective model used at the schools of social work in the United States and Australia.

An observation for the School's consideration: In many universities and research centers, IRBs/ethics committees are typically conducted at arms length--are not constituted by staff/colleagues of the organizational unit in which the research may

then be undertaken. The Baerwald School should give consideration to constituting an ethics committee that is not, in fact, School-based.

Recommendations

Essential changes required:

The University should solicit and raise funds to establish a School-wide endowed research center with the infrastructure to support faculty and doctoral student research benefiting the leading school of social work in Israel.

The Baerwald School should allocate resources to hire a statistician to provide statistical consultation to faculty and doctoral students in the preparation of grant proposals and empirical papers.

Advisable changes

The School should appoint a faculty member to foster the development of faculty and doctoral student research activities, such as the Associate Dean role typical for US/Australia-based schools, with emphasis on encouraging longitudinal research, interdisciplinary research, and research that cross-cuts problem areas (e.g., violence and substance abuse; physical and behavioral health). This position could provide support for these activities through formation of research groups, writing seminars, and methodological seminars for faculty and doctoral students. These activities should complement but not duplicate resources offered by the University Central Research Authority.

The School should consider constituting an independent, non-School-based IRB/ethics committee.

9. Infrastructure

There were a number of infrastructure weaknesses identified in the School's self-study report and by this Committee's site visit and analysis. The School's building was erected in the mid-1970s as part of the rush to resurrect the Mt. Scopus campus. The building is old and faculty members' rooms are insufficient and small. The School lacks adequate classroom and office space to accommodate the increased student numbers and the number of projects and research activities. It also lacks resources and infrastructure to support the research mission of the school.

Recommendations

Advisable changes: requested for ensuring appropriate academic quality within a reasonable time.

The University, through the Rector, should make additional classroom space available to the Baerwald School to accommodate the needs of large classes as well as seminars.

10. Self-Evaluation Process

The Review Committee has examined the self-study process that the University and the Baerwald School conducted and found it to be thorough and very satisfactory. The Committee was pleased to learn that six students, representing all the academic programs of the School, were involved in the self-study process as members of the Consulting Committee, together with faculty members and staff representatives. The Committee was appointed by the Dean. The School has indicated its desire to maintain a similar structure and representation as the Consulting Committee for continued self-evaluation work pertaining to the weaknesses identified in their self-study as well as recommendations for change made by the Committee. The Committee is highly appreciative of the work of the faculty, staff and students in the preparation of the self-study report.

11. Additional Matters for the School's Consideration

Members of the Committee had mixed views in relation to several matters. Although they did not reach a consensus on these matters, the members of the Committee were nevertheless of the view that they merited some consideration by the Baerwald School in its deliberations about its future directions.

One of the issues around which there was no consensus relates to the extent to which the undergraduate BSW is generic in its orientation. The self-study report indicates that one of the strategies for achieving the goals of the School is to strengthen a generic approach to social work among undergraduate students (p. 20 of the self-study report). And yet the BSW provides for some practice method specialization (in community work). *Some* Committee members were concerned that this may be at the expense of the generic content delivered to students who undertake the generic BSW. From the perspective of these Committee members it is arguably appropriate to provide for practice method specialization at the undergraduate level and especially in a program which claims to be a generic one.

Some Committee members were also somewhat perplexed by the accelerated MSW for graduates in fields other than social work. This 3-year MSW program prepares students for entry-level professional practice – just like the 2-year BSW (*Hasava*) program which it replaced in recent years. Given that a strength of the accelerated program is that it permits the “inclusion of academically proficient, mature and in most cases experienced students into the field” (p. 85 of the self-report study), it not self-evident to some Committee members that a three years is now required to do what two years was previously able to do. And there is also an element of

inequity associated with offering in the one School degrees of a similar “level” (in this instance Masters degrees) that require different periods of study to complete – the MA and MSW demanding two years while the “Hasava” MSW requires three years. To the best of the Committee’s knowledge, the degree structure of the Bologna Model provides for Masters degrees that are normally of two years duration and this is also true of North America and Oceania.

Th Committee’s members also varied in their views concerning undertaking a PhD by publication. Some supported the idea of changing the dissertation structure to allow students to pursue a dissertation by publication, a strategy that could help address the concern that students don’t have enough opportunities for writing publishable articles during their doctoral studies and thereby improve their ability to secure academic positions. Other Committee members preferred the more traditional approach of a PhD by thesis alone (from which papers could be published while undertaking the PhD research or upon completion of the thesis).

The Committee would also like to offer a “cautionary note” to the Baerwald School, albeit a note that is by no means particular to the School but one which is applicable to many professional schools located in research-intensive universities in Israel and elsewhere. The cautionary note is that, in pursuit of research excellence, professional schools need to be conscious of the need not to compromise their investment in quality professional education while pursuing their research mission.

Chapter 4: Summary of Recommendations and Timetable

Essential Changes:

The Bearwald School should develop a new strategic plan during the next academic year that addresses its goals and objectives for the next five years. This plan should examine issues pertaining to limited financial resources, decrease in full-time faculty size as well as pending faculty retirements, infrastructure needs, and diversity.

In planning for its next steps, the School needs to have some strategic discussions concerning its ability to maintain its breadth of high quality academic offerings given the current and projected hindrances in fiscal and human resources. The Committee recommends that faculty engage in a discussion about potential consolidation of some of the areas to create more prominent areas of strength and impact, both in teaching and in research.

The new strategic planning should examine the role of the school with respect to the unique community within which it resides, and how to address some issues that are unique to the City of Jerusalem. Issues should include diverse populations, cross-sectional partnerships, trauma and conflict, and international programs.

The Committee is alarmed by the implications of the serious reduction in faculty size for the School's ability to continue to deliver high quality research and education. It poses a threat to the Schools preeminent status in the country and to its prestige both nationally and internationally. The Committee strongly recommends that the university, through the Rector, ensure that all retiring faculty positions in the next ten years remain with the School to fill and that new positions are created to bring the School back to its full faculty establishment.

Written procedures need to be developed addressing how the Dean and academic program heads will monitor and evaluate the implementation of course learning outcome.

The School should utilize a variety of grading mechanisms in first year BA courses so as to better evaluate learning outcomes with respect to students' knowledge and critical thinking ability. More accurate learning outcomes procedures could also help with grade inflation by providing better measurement systems.

The Baerwald School should allocate resources to hire a statistician to provide statistical consultation to faculty and doctoral students in the preparation of grant proposals and empirical papers.

Greater structure is needed in coursework to ensure that all doctoral students receive comprehensive methodological training, both qualitative and quantitative. Advanced statistical courses should be required for all doctoral students whether they do quantitative or qualitative research.

Advisable Changes:

The University should solicit and raise funds to establish a school-wide endowed research center with the infrastructure to support faculty and doctoral student research benefiting the leading school of social work in Israel.

Decrease class size to provide higher quality professional and academic education. To the extent that budget restrictions limit this option, perhaps use a hybrid approach of decreasing class sizes where possible and developing alternative teaching methodologies and student evaluation strategies to address large class sizes (e.g., collaborative teaching with co-teachers, greater use of Teaching Assistants, e-learning classes), mixed use of e-learning and on-site discussion sections, adjustments in class meeting times and hours (no change in overall number of hours per course rather how those hours are distributed—few individual sessions that are longer, allowing more small group discussions within large class sizes).

In order to address grade inflation and provide students with more discerning feedback as far as their academic performance is concerned, the School should introduce more and diverse grading methods that would help assess students' mastery of learning outcomes more accurately. In very large classes in particular, the School should develop student assessment/grading procedures classes that allow feedback from faculty on student performance instead of relying solely on grades based upon multiple choice exams.

Offer more electives to accommodate students' interests and the varied needs for expertise in the field.

The University, through the Rector, should make additional classroom space available to the Baerwald School to accommodate the needs of large classes as well as seminars.

The School should review its policy of not obliging faculty members to supervise student theses. In addition, the School should invest in formal supervision training for faculty and students in order to enhance the quality of supervision and its utilization by students.

Given the large number of adjunct faculty (including adjunct faculty who are not social workers), the School should develop an induction, training and supervision program for these faculty members.

The School should develop a career advisement program for its degree program graduates.

The School should appoint a faculty member to foster the development of faculty and doctoral student research activities, such as the Associate Dean role, with emphasis on encouraging longitudinal research, interdisciplinary research, and research that cross-cuts problem areas (e.g., violence and substance abuse; physical and behavioral health). This position could provide support for these activities through the formation of research groups, writing seminars, and methodological seminars for faculty and doctoral students. These activities should complement but not duplicate resources offered by the University's central Research Authority.

The School should explore the development of additional doctoral courses (for example, in leadership and in the management of complex organizations) to better prepare its graduates for diverse career opportunities.

An explicit rationale is needed for the School's desire for a more heterogeneous group of PhD students given that this may lead to the admission of students without professional training or experience in a program which ostensibly seeks to "produce" graduates who will assume leadership roles in social work in Israel.

The intended learning outcomes of the School's individual courses should be shaped by the intended learning outcomes of its various programs of study which themselves should be built upon on the basis of a clear conception of the knowledge and skills they seek to impart.

PhD Program funding is seriously lacking. This is evident both in comparison to programs in other countries and to some of the other disciplines at Hebrew University (according to the Committee's conversation with the Rector). It is important to allow PhD students to focus on their research and publications while in the program so they are able to compete effectively for academic jobs upon graduation, though it should be noted that not all graduates plan to enter into an academic position.

The School should establish an independent IRB/ethics committee.

The Committee recognizes that union contracts make it difficult for doctoral students to teach courses. However, other opportunities to provide teaching experiences for doctoral student should be explored, e.g., guest lectureships, teaching mentorships to work with faculty in course planning, syllabus development, etc.

The School should explore ways in which greater interaction among doctoral students and greater integration of doctoral students into the School could be achieved.

Desirable Changes:

The School should provide further information concerning its inclusion of Evidence-Based Practice into the BA and MSW curricula.

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

Social Work –Schedule of site visit
The Hebrew University of Jerusalem

Thursday, March 19th,2015

Time	Subject	Participants
09:30-10:00	Opening session with the heads of the institution	Prof. Asher Cohen – Rector Mount Scopus, Administration Building, First Floor (room 408), University Campus
10:15-11:00	Meeting with the Dean of Faculty of Social Work	Prof. Mimi Ajzenstadt
11:00-11:45	Meeting with senior academic staff <u>with tenure</u> (representatives of relevant committees)*	Dr. Michal Almog-Bar Dr. Yehudit Avnir Dr. Anat Epstein Prof. Muhammad Haj-Yahia Prof. Mona Khoury-Kassabri Dr. Elisheva Sadan Prof. Miriam Schiff Dr. Sharon Shiovitz-Ezra Dr. Ron Shor Prof. Cory Shuman Dr. Lauren Wolfsfeld
11:45-12:30	Meeting with senior academic staff <u>without tenure</u> (representatives of relevant committees)*	Dr. Edith Blith-Cohen Dr. Rebecca Feinstein Dr. Itay Greenspan Dr. Roni Holler Dr. Dafna Tener Dr. Shirli werner
12:30-13:15	Lunch (in the same room)	Closed-door meeting of the committee
13:15-14:00	Meeting with BA and MA students** (up to 12 students)	<u>B.S.W Students</u> Ms. Daniela Fields Ms. Enav Klien Ms. Dana Marmari Ms. Lail Patishi <u>M.S.W Students</u> Mr. Ibrahim Duaa Ms. Rivka keesing Mr. Yuval Kessler Ms. Inbar Livnat Ms. Rawan Nassar

		Ms. Yael Robinstein-Lanzkron Mr. Noam Tarshish
14:00-14:45	Meeting with PhD students** and teaching assistants (up to 10 students)	Mr. Nati Becker Ms. Rana Eseed Ms. Dana Halevy Ms. Adeem Masarwa Ms. Noga Pitowsky Mr. Yan Serdtse
14:45-15:30	Open slot	:Researchs Groups 1.The center for the study of Philanthropy in Israel. Dr. Michal Almog- Bar 2.Israel Gerontological Data center. Dr. Sharon Shiovitz-Ezra 3.Research group on Health care together with Hadassah hospital social services. Prof. Gail Auslander 4.Nevet- Greenhouse of Context- Informed Research and Training for Children in Need. Prof. Dorit Roer –Strier & Dr. Orya Tishbi 5.The Haruv Institute. Prof. Asher Ben- Arie 6.Research group in Social Policy. Prof. Mimi Ajzenstadt & Prof. Miriam Schiff
15:30-16:15	Summation meeting with Dean	Prof. Mimi Ajzenstadt
16:30-17:00	Summation meeting with heads of institution	Prof. Asher Cohen – Rector Mount Scopus, Administration Building, First Floor (room 408), University Campus
17:00-17:30	Closed-door meeting of the committee	Room 503, near the President Office

* 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.

Appendix 1: Letter of Appointment

Appendix 2: Site Visit Schedule