



Committee for the Evaluation of Architecture Study- Programs

General Report

November 2009

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Background

At its meeting on 23.10.07 the Council for Higher Education (CHE) decided to evaluate study programs in the field of Architecture during the academic year 2007-8.

Following the decision of the Council for Higher Education (CHE), the Minister of Education, who serves ex officio as Chair of the CHE, appointed an evaluation committee for the evaluation of the academic quality of architecture studies in Israel. The committee consists of:

- **Professor David Leatherbarrow, Department of Architecture, University of Pennsylvania, USA, Committee Chair**
- **Architect Bracha Chyutin, Chyutin Architects, Tel Aviv, Israel**
- **Professor Michael Gelick, School of Architecture, University of Illinois at Chicago, USA**
- **Professor Yehuda Kalay, College of Environmental Design, University of California, Berkeley, USA**
- **Professor Moshe Margalith, School of Architecture, Tel Aviv University, Israel**
- **Professor Thomas Maver, Mackintosh School of Architecture, Glasgow School of Art, Scotland¹**

Ms. Alisa Elon, Coordinator of the Committee on behalf of the CHE.

During the period March-May 2009 committee members conducted a two-day visit to each of the four institutions under evaluation.

Within the framework of its activity, the committee was requested to submit the following documents to the CHE:

1. A final report for each of the institutions that would include an evaluation of Architecture programs, the Committee's findings, and recommendations.
- 2.1 A general report regarding the status of the evaluated field of study in Israeli institutions of higher education.
- 2.2 Recommendations for standards in the evaluated field of study.

¹ Prof. Thomas Maver was not able to participate in the visits to Bezalel Academy of Art and Design and the College of Judea and Samaria for personal reasons.

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

This report deals with the committee's general impression of the field of Architecture within the system of higher education in Israel.

The committee members wish to thank the management of the institutions and the Architecture departments for their self-evaluation reports and for their hospitality towards the committee during its visits.

1. Architecture Studies in Israel: a General Overview

The committee was charged with the task of evaluating Architecture study programs at all those institutions that have received full accreditation from the CHE to offer such programs: the Technion – Israel Institute of Technology, Bezalel – Academy of Arts and Design, Tel-Aviv University, and the College of Judea and Samaria.

All four institutions offer a five-year B.Arch. undergraduate degree.

At the time of the Evaluation Committee's activity, the Technion was the only institution which offered an MSc and a PhD degree in Architecture.

It should be noted that in 1958 the Israeli parliament enacted the Engineers and Architects law. This law regulates the registration and licensing of architects in Israel including licensing examinations requirements (which were introduced recently) and a three year internship period.

The Evaluation Committee (EC) believes that schools of architecture should: 1) prepare professional architects, critics, and the professorate; 2) be the catalyst and generator of discourse on the built environment and architecture in Israel; and 3) be the locus of intellectual inquiry about the state of Architecture in Israel.

Architectural education can and should have a positive effect on the physical environment and the society in Israel, through its graduates, as well as forms of outreach particular to the discipline: exhibitions, public debates, and publications, addressing all stakeholders, from high school to the general public. Architectural education institutions should also lead the profession, in Israel and abroad, in inquiry and innovation concerning the challenges and opportunities facing the physical and social environments in the 21st century.

1.1 Recommendations

Considering all the schools together, there is a good and healthy range of approaches to teaching the discipline of architecture in Israel: technical, artistic/cultural, humanistic, and social/practical approaches. The uniqueness of each approach should be maintained, promoted, and strengthened.

One way for the schools to strengthen their individuality is for each of them to take better advantage of its particular institutional setting, developing more effective connections to other departments, programs, the institution's location, etc. The EC also believes that each of the schools should seek to elevate its status in its home institution.

Despite their individual strengths, all of the schools of architecture in Israel suffer from insularity. In different ways and to different degrees, the programs seem detached from current and future transformations in the global context: environmental problems and the development of new solutions for them, pressures from population growth and innovative ways of dealing with it, new technologies and their appropriate application, and so on. Students seem rather more aware of these shortcomings than teachers and program administrators. Yet, in these schools there is a strength that corresponds to this weakness: there is clear evidence of a commitment to the tradition of "building the land." Each of the programs understands the importance of learning about and working with local conditions. The EC recommends that each of the schools must find its own ways of attending to both global and local issues, for neither can be neglected in the training of individuals ready for practice in our contemporary world.

Architectural programs bear the double burden of offering education in the discipline of architecture and granting degrees that allow graduates to practice architecture. The schools and the Registrar should agree on basic standards for registration; more exactly, they should jointly define the skills and knowledge graduates must possess in order to practice architecture and obtain registration. The development and adoption of standards should not prevent any of the programs from maintaining its own approach to the discipline. The development of these standards will require cooperation of the individual schools, the Registrar, and the CHE. Such cooperation exists in other countries, as do these types of standards. Finally, the development of these standards will be the only way for graduates from the various programs to have the same level of professional competence – competence the general public should reasonably expect.

In all of the schools there seem to be possibilities for developing productive linkages with the construction industry (projects and research initiatives). Connections of this kind exist in architecture programs throughout the world, with industry supporting research programs that faculty members and entire programs find relevant to their educational mission. The EC recommends that the schools work proactively to create and maintain such linkages.

2. CURRICULUM

Despite the evident passion and commitment of students and teachers to their work in the schools, the EC often found students' studio projects to be rather conservative in character, especially when compared to student work in other countries and innovations in recent and contemporary practice. The non-progressive character of the student work was apparent in the essential tasks of design: creativity in engaging context; control and

manipulation of form, space, and light; grasping the importance of sustainability; and the use of materials, design methods, and construction technologies that are being developed in our time. Further, much of the student work often failed to develop beyond the conceptual stage.

The EC found that provisions for Information Technology were generally inadequate and instruction often misinformed, especially when compared to schools in Europe and America. Information Technology influences not only how architects design but also what they design and how people use the products of architecture. Examples include new building forms, collaborative design practices, intelligent buildings and virtual environments.

2.1 Recommendations

The EC recommends that teachers and students become more aware of, and familiar with, contemporary and emerging issues affecting architectural design, and the latest responses to such challenges and opportunities. Experimental and/or innovative design solutions should be considered, side by side with more traditional ones, and their merits and drawback compared and contrasted, before settling on a given solutions.

Each of the programs of study must develop greater commitment to definitive design; which is to say, the technical and detailed development of a conceptual idea into a detailed solution, integrating form, space, and technology.

Graduating students who expect to be effective in contemporary professional practice must master information technology (IT). Hence, IT should be part of the studio instruction. Courses that teach technique might still be offered, especially in connection with research work, but the real aim should be to integrate Information Technology into design practices, not only to prepare students to participate in professional practice, but also to lead its development and transformation.

3. FACULTY

Having visited the schools and met with many faculty members and program administrators, the EC has several observations and recommendations about the teaching staff in the different programs. These concern appointment and promotions criteria, the structure, and the composition of the teaching staff.

There is a general informality of appointment procedures in most schools. There is an urgent need to clarify criteria of appointment and promotions in architecture.

The overall structure of the faculty generally needs clarification in each of the schools, particularly with respect to the balance or ratio between part-time and full-time staff, but also between practicing architects and teachers with advanced degree who pursue research and scholarship. Further, the balance in faculty gender and ethnicity should

reflect the student body, providing all individuals with role models for professional life. This is certainly the case elsewhere in the world.

Lastly, there is a general question about the power of the Head of the various programs, particularly with respect to appointments and promotions, but also curriculum development: in some schools, the Head has the power to change almost everything in the program, from staffing to curriculum. While this is not bad in and of itself, it makes the appointment of the right person to head the program very critical. Moreover, it introduces the possibility of wholesale changes to the program when a new program head is appointed. While change may be welcome in many cases, the social and professional responsibilities of the schools require some stability and consistency, which the current practice of appointing program heads does not seem to promote.

3.1 Recommendations

Faculty appointment procedures should be structured more professionally, in alignment with standards used elsewhere in the world. Further, policies and procedures should be applied equally to practicing architects and non-practicing teaching staff. Appointment and promotions criteria should include evaluation of research and/or professional practice.

In order to effectively mount teaching programs and cover the range of subjects that are essential parts of architectural education, the schools need to develop specific plans for shaping and developing their faculty. These plans should have both short and long term goals, taking into account the different subjects taught in architecture, the different types of teachers required for that teaching, and the career paths of those types of individuals.

To clarify areas of responsibility and authority among faculty members and administrators, each program should review and make clear decisions about the balance of power, not so much to disempower the Head but to allow him or her to effectively coordinate the faculty and the teaching program.

Clear appointment and promotion standards and procedures should be developed and communicated to all faculty, so each one will know what is expected, when, and how to achieve reappointment, promotion, and tenure.

4. RESEARCH

Broadly speaking, two areas of research activity are presented in the reports from the schools. The first is academic in nature and encompasses the creation of new knowledge and its development in the form of publications and presentations at conferences. The second lies in the practice of architecture and is concentrated in the area of critical planning, design and technical accomplishments in practice, recognized through publications, reviews, exhibitions and awards. This duality reflects on the faculty, a multidisciplinary teaching staff, including those who have an academic focus and those

who to a much greater extent are involved in practice directly, concentrating on planning, design and the arts. The school reports make the relevant distinction between “conventional” research/scholarship output – e.g. journal papers, conference presentations, books, etc. – and “non conventional” output such as buildings, exhibitions, installations, etc. Because each of these types of output is important in architectural research and education, each should be supported institutionally and recognized with its own criteria of evaluation.

The amount and quality of research in the different architecture programs seems to be determined to a considerable degree by the orientation towards research in the program’s home institution (a research institution or university, art academy, or college). Regardless of these differences, the EC holds that research is a very important dimension of architectural education and should be both encouraged and cultivated within each institution.

In some schools there would appear to be significant practice-related output from the staff within the School. Yet, there is little evidence that this output can or has been considered ‘critical,’ in the sense that it has been subject to peer review in the form of competitions, publications, and other means of critical evaluation.

4.1 Recommendations

There is a clear and evident need for the definition and re-definition of research in the schools. This re-conceptualization must take into account what is particular about research in architecture, that it can take different but complimentary forms: both scientific and humanistic studies, as well as critical practice. Critical practice means innovative professional work that inquires into fundamental issues in the discipline, demonstrated through critically reviewed built works, exhibitions, etc.

The EC recommends that for the sake of self renewal, and to keep abreast of 21st century issues that affect the discipline of Architecture, staff in the schools be encouraged and rewarded for developing original research, at standards commensurate with similar academic institutions in Israel and world-wide.

Junior staff should be encouraged and supported in attending professional conferences in Israel and especially abroad, to make them aware of current developments in their fields.

Students should be introduced to, and participate in research activities.

Critical practice should be encouraged in the staff who practice architecture professionally. The nature of this sort of practice will require definition within the School, as will, perhaps, the entire subject of research in architecture.

The scholarly and research output relating to architecture should be increased to levels appropriate to each program's institutional setting. One way to support this process would be to condition continued appointment on the production of scholarly or critically evaluated work.

5. STUDENTS AND LEARNING

Generally speaking, students of architecture in Israel expressed satisfaction with the teaching they received. Students often observed that their teachers were dedicated to their work in the school. This positive evaluation was often echoed by the graduates from the schools, yet the EC came to the conclusion that alumni were rarely contacted by school administrators, despite the likely benefits of an alumni culture. When students and graduates had criticism of their teachers, or the program's teaching methods and substance, it was that professors were insufficiently critical. The EC found that students often felt the need for more scrutiny and intensity of evaluations each semester in studio and course work.

Students expressed dissatisfaction with the administration of the schools. They said their suggestions for change within the programs were often ignored by course leaders. The EC found this unresponsiveness to be unfortunate, because the students are clearly very positive about their programs and seek to make meaningful contributions to the development of those programs.

The EC formed the impression that the majority of students in the different programs are largely from each school's immediate vicinity, quite possibly the majority. Regardless of this fact, in all of the schools, students expressed enthusiasm for the particular location of the school – they saw themselves as belonging to that location – and felt that it had a positive effect on the teaching program and its orientation within the discipline of architecture.

In none of the programs the EC visited was there a comprehensive student advising program. Students either followed routine paths or devised their own curriculum, sometimes risking an incomplete coverage of the range of topics that are necessary in architectural education.

The EC feels that admission criteria could be reviewed in all of the schools and in some cases raised to meet the goals of the program.

Broadly speaking, the student work that was presented to the Committee was weaker than compared to student work at architecture schools in Europe and America. Students in Israeli schools develop strengths in the area of design conceptualization, but they lack state of the art knowledge in definitive design and building technology as a result of weak programs in this area of the curriculum. The EC takes this to be a serious issue because this deficiency will diminish their effectiveness in current and future professional practice.

In most programs, at most times, students appear to work separately, side by side, not together as members of a team. Such models of work are seen, in many universities in Europe and America, as obsolete, compared to newer pedagogical models of integration or “concurrent” contributions.

Students in a couple of the schools have initiated community based interactive projects with faculty support that begin to connect the school to its immediate context. The EC felt these were very positive initiatives. They complement the desire expressed by some teachers to put students in contact with a wider frame of reference.

5.1 Recommendations

The Committee holds that student counseling should be instrumental and a formal part of a student’s educational experience. This responsibility should not be left to a single individual, the Head of Department, for example, but should exploit the potential of the academic program as a whole, to the benefit of the individual students and the Department at large. A formal pattern of advising should be developed within each program to assist students in planning a comprehensive education.

Students’ ideas for change and development of the programs should be acknowledged and encouraged. Student surveys should be created and responded to. We recommend that each school develop and institutionalize ways in which student comments, criticism, and suggestions can be invited, received, and acted upon.

Graduates are an underappreciated resource for the schools. The development and cultivation of an engaged and robust alumni culture would be a positive benefit to the schools and to the profession. Compared to other institutions in Europe and America, alumni culture in Israel is underdeveloped. Not only would strengthened ties to recent graduates provide the obvious benefits of mentoring, employment, and fund raising opportunities, but through regular meetings with alumni administrators and faculty could also obtain concrete information on the outcomes of their educational programs.

Existing student exchange programs should be nurtured. Where they don’t exist they should be created and promoted. The EC strongly feels that stronger linkages should be established between Israeli and foreign educational experiences. This would acknowledge the global character of contemporary architecture and prepare graduates for work in their home country and abroad. Perhaps one beginning is exchange between the different schools within Israel, for the committee observed there is less contact between the schools than we expected. Then patterns of exchange could grow beyond Israel to other countries. The Committee feels that opportunities for study abroad can be developed into a unique part of each program. It can equip students with additional professional skills through exposure to local and global contexts.

6. INFRASTRUCTURE AND RESOURCES

Consideration of the infrastructure of the School is predicated on what the Committee understands to be unprecedented financial constraints affecting the Higher Education sector in Israel.

Because architectural education occurs in a wide range of settings (the design studio, the lecture and seminar room, the library, several kinds of workshops, and labs) there are two important considerations of physical infrastructure: the provision of all these spaces, and their relative proximity to one another, so that distance doesn't discourage use. Each of the schools faces different challenges with respect to these two considerations (the size and location of buildings, the quality of their equipment or study materials, and so on). Yet, the goal is the same for each: state-of-the-art spaces and equipment for the several activities of architectural education, all situated relatively close to one another so that students can benefit equally from each.

The provision of space varies from school to school. In two, the number of studio spaces available is inadequate, requiring sharing the same room between multiple classes. As a result, students cannot leave their work in the studio, and do not treat the studio as "their space." Instead, they work at home, rather than in the studio, thereby adversely affecting the pedagogical experience of architectural design where students learn from each other as much as they do from their teachers. In many cases, office accommodations for staff are non-existent. In one school only the head of the school has an office. All others must share one windowless office as a place to hold private meetings with students. Also, places for faculty meetings (of various sizes) are rare in these schools, which diminish awareness, cooperation, and decision making.

Gallery space is important in architectural education and needs to be created or improved in all of the schools.

Generally speaking, the ITC infrastructure is inadequate in the schools the EC visited. Hardware and software is often in short supply or outdated.

The libraries in these schools vary in size, quality, and management. All would need to grow to have holdings that are comparable with leading European and American institutions. The absence of a central archive for historical documents pertaining to Israeli architecture is a serious issue for the schools and architecture in the country. Research is impeded by this lack, and a rich and significant heritage is in danger of being lost.

The size, equipment, and adequacy of the workshops also varies from school to school. Each program faces the need to consider what provisions for model construction are necessary complements to studio design instruction.

6.1 Recommendations

Because emerging information technologies are having a profound impact on the way teaching and learning in design education is shaped, the Schools must make adequate provision of state-of-the-art computer hardware and software and develop a plan for its subsequent regular upgrades. The schools must also foster, in staff and students a progressive culture regarding ICT.

The schools and other interested institutions should seek to establish a central archive for Israeli architecture.

Each school should develop a plan for the renovation and upgrading of their workshops, in line with their vision of the future requirements of architectural education.

The same kind of plan should be developed for the future of each school's architecture library. In this case too, faculty who have a vision of likely needs in the future should contribute to the decision making process.

7. General Recommendations

7.1 Institutional Mechanisms for Outreach

To develop public awareness and strengthen both public and professional discourse about architecture in Israel, the schools (possibly together) should develop and institutionalize mechanisms for outreach to non-academic stakeholders in discussions of the built environment, from high school to the general public. Journals and papers based in the schools could also enhance debate about architecture in Israel, as could research units in the schools and private institutions. Each school should develop specific plans for extramural outreach and engagement.

7.2 An Archive of Israeli Architecture

In order to preserve records and attract research into the history and traditions of Israeli architecture, a centralized archive of Israeli architecture should be developed. It could be located in one of the schools or a private institution. Comparable institutions exist in many countries in Europe and the Americas. The loss of drawings, models, correspondence and papers from important Israeli architecture would be tragic.

7.3 A Unique Approach to Architecture for Each Program

Each school should identify its unique approach to architectural education, and find ways to maintain, promote, or strengthen that approach. This will naturally involve each school taking better advantage of its institutional setting, as well as its location in Israel, for each university or college, like each city, has unique opportunities and resources for architectural study. But each school has its own traditions, which it should cultivate and

develop, just as it has its own faculty with their specific professional and research agendas. All of these factors and more should be taken into consideration when shaping the unique profile of each school. The discipline and profession of architecture will benefit from a range of approaches offered by the different programs.

7.4 Programs for International Exchange

For schools and students to increase their awareness of and participation in architectural developments outside of Israel, exchange programs for both students and faculty should be developed, promoted and properly funded.

7.5 Performance Standards for Architecture Graduates

In order to ensure the professional competence of graduates from Israeli architecture programs, the EC formally recommends the formation of a joint committee (with membership from the CHE, the Registrar, and the schools) charged to develop basic standards for professional degree programs. We also suggest that this task be undertaken anew, independent of past efforts. This recommendation will need to be shared with the schools and the Registrar. The different degree programs should be allowed even encouraged to achieve agreed upon qualifications in their own unique ways.

7.6 Forming Relationships with Non-academic Centers of Knowledge

In order for students and teachers to take advantage of architectural knowledge outside academic institutions, cooperative relationships should be formed between the schools and other stake-holders in the built environment, such as hospitals, housing estates, schools, etc. The development of linkages such as this would open architecture into society through dialogue with large institutions, thereby discovering new programs, research agendas, and relevant approaches to contemporary society.

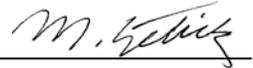
Signed By:



**Prof. David Leatherbarrow
Committee Chair**



Architect Bracha Chyutin



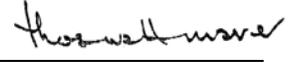
Prof. Michael Gelick



Prof. Yehuda Kalay



Prof. Moshe Margalith



Prof. Thomas Maver

17 March 2009

הוועדה לתכנון ולתקצוב | Planning & Budgeting Committee

Professor David Leatherbarrow
Department of Architecture
University of Pennsylvania
Philadelphia
USA

Dear Professor Leatherbarrow,

The State of Israel undertook an ambitious project when the Israeli Council for Higher Education (CHE) established a quality assessment and assurance system for Israeli higher education. Its stated goals are: 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. Involvement of world-renowned academicians in this process is essential.

This most important initiative reaches out to scientists in the international arena in a national effort to meet the critical challenges that confront the Israeli higher educational system today. The formulation of international evaluation committees represents an opportunity to express our common sense of concern and to assess the current and future status of education in the 21st century and beyond. It also establishes a structure for an ongoing consultative process among scientists around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial endeavor. It is with great pleasure that I hereby appoint you to serve as Chair of the Council for Higher Education's Committee for the Evaluation of Academic Quality for Architecture Studies. The composition of the Committee will be as follows: Prof. David Leatherbarrow-Chair, Arch. Bracha Chyutin, Prof. Michael Gelick, Prof. Yehuda Kalay, Prof. Moshe Moshe Margalith and Prof. Thomas W Maver.

Ms. Alisa Elon will coordinate the Committee's activities.

In your capacity as Chair of the Evaluation Committee, you will be requested to function in accordance with the enclosed appendix.

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

Sincerely,



Professor Yuli Tamir
Minister of Education, Culture and Sport
and Chairperson of the Council for Higher Education

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Riki Mendelzvaig, Secretary of the Council for Higher Education
Ms. Michal Neumann, Head of the Quality Assessment Unit
Ms. Alisa Elon, Committee Coordinator

Appendix to the Letter of Appointment for Evaluation Committees (Study Programs)

1. General

On June 3, 2003 the Council for Higher Education (CHE) decided to establish a system for quality assessment and assurance in Israeli higher education. Within this framework, study-programs are to be evaluated every six years and institutions every eight years. The quality assessment system came into effect in the academic year of 2004-2005.

The main objectives of the quality assessment activity are:

- To enhance the quality of higher education in Israel;
- To create an awareness within institutions of higher education in Israel of the importance of quality evaluation and to develop internal self-evaluation mechanisms on a regular basis;
- To provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel;
- To ensure the continued integration of the Israeli system of higher education in the international academic arena.

It is not the CHE's intention to rank the institutions of higher education according to the results of the quality assessment processes. The evaluation committee should refrain from formal comparisons.

2. The Work of the Evaluation Committee

- 2.1 The committee shall hold meetings, as needed, before visiting the institution, in order to evaluate the material received.
- 2.2 The committee shall visit the institution and the academic unit being evaluated – if possible - within 3-4 months of receiving the self-evaluation report. The purpose of the visit is to verify and update the information submitted in the self-evaluation report, clarify matters where necessary, inspect the educational environment and facilities first hand, etc. During the visit, the committee will meet with the heads of the institution, faculty members, students, the administrative staff, and any other persons it considers necessary.
- 2.3 In a meeting at the beginning of the visit, the committee will meet with the heads of the institution (president/rector, dean), the heads of the academic unit and the study-programs, in order to explain the purpose of the visit. At the end

of the visit, the committee will summarize its findings, and formulate its recommendations.

- 2.4 The duration of the visits (at least one full day) will be coordinated with the chairperson of the committee.
- 2.5 Following the visit, the committee will write its final report, including its recommendations, which will be delivered to the institution and the academic unit for their response.
- 2.6 In the event that a member of the committee is also a faculty member in an institution being evaluated, he/she will not take part in discussions regarding that institution.

3. The Individual Reports

- 3.1 The final reports of the evaluation committee shall address every institution separately.
- 3.2 The final reports shall include recommendations on topics listed in the guidelines for self-evaluation, such as:
 - The goals and aims of the evaluated academic unit and study programs.
 - The study program.
 - The academic staff.
 - The students.
 - The organizational structure.
 - The broader organizational structure (school/faculty) in which the academic unit and study program operate.
 - The infrastructure (both physical and administrative) available to the study program.
 - Internal mechanisms for quality assessment.
 - Other topics to be decided upon by the evaluation committee.

4. The structure of the reports

4.1 Part A – General background and an executive summary:

- 4.1.1 General background concerning the evaluation process, the names of the members of the committee, a general description of the institution and the academic unit being assessed, and the committee's work.
- 4.1.2 An executive summary that will include a description of the strengths and weaknesses of the academic unit and program being evaluated.

4.2 Part B – In-depth description of subjects examined:

- 4.2.1 This part will be composed according to the topics examined by the evaluation committee, and based on the self-evaluation report submitted by the institution.
- 4.2.2 For each topic examined the report will present a summary of the findings, the relevant information and analysis.

4.3 Part C –Recommendations:

- 4.3.1 Comprehensive conclusions and recommendations regarding the evaluated academic unit and the study program according to the topics in part B.
- 4.3.2 Recommendations may be classified according to the following categories:
 - ***Congratulatory remarks and minimal changes recommended, if any.***

- ***Desirable changes recommended*** at the institution's convenience and follow-up in the next cycle of evaluations.
- ***Important/needed changes requested for ensuring appropriate academic quality*** within a reasonable time, in coordination with the institution (1-3 years)
- ***Essential and urgent changes required, on which continued authorization will be contingent*** (immediately or up to one year).
- ***A combination of any of the above.***

4.4 Part D - Appendices:

The appendices shall contain the committee's letter of appointment and the schedule of the on-site visit.

5. The General report

In addition to the individual reports concerning each study program, the committee shall submit to the CHE the following documents:

- 5.1 A general report regarding the status of the evaluated field of study within the Israeli institutions of higher education.
- 5.2 Recommendations for standards in the evaluated field of study.

We urge the committee to clearly list its specific recommendations for each one of the topics (both in the individual reports and in the general report) and to prioritize these recommendations, in order to ease the eventual monitoring of their implementation.
