



**School of Media Studies in the
College of Management Academic Studies**

**Report of the External Evaluation Team
for
Council on Higher Education**

November, 2009

Contents

General Background.....3

Executive Summary.....4

Committee Procedures.....5

Department of Communication.....6

Appendices:

Appendix 1 – Letter of Appointment

Appendix 2 - Schedule of the visit

I. General Background and Executive Summary

I.1 General Background

The Council for Higher Education (CHE) decided to evaluate the study programs in the field of communication in Israel in the academic year 2008-2009. Following the decision by the CHE, the Minister of Education appointed the following members of the evaluation committee:

- Professor Joseph Cappella, University of Pennsylvania (Chair)
 - Professor emerita Hanna Adoni, Hebrew University (Sapir College and Netanya College)
 - Professor Wolfgang Donsbach, University of Dresden
 - Professor Mordechai Kremnitzer, Hebrew University
 - Professor Karen Ross, University of Liverpool (Tel Aviv University, Haifa University, Ben-Gurion University)
 - Professor Esther Thorson, University of Missouri (College of Management, Tel Aviv University, Haifa University, Ben-Gurion University)
- Ms. Michal Kabatznik coordinated the committee

The committee's work in the first phase had two cancellations by previous members of the committee, one coming in shortly before the committee's work began. This, as well as time constraints on the side of the two Israeli members, led to the fact that at least in the beginning the committee lacked the breadth of perspectives and the distribution of labor that is required for such an important task. The institutions visited by each of the committee members is shown above.

The committee's work also was affected by the military situation in Israel and the Gaza strip that escalated shortly before the first field trip. This had basically three consequences: It was the reason for one of the above mentioned cancellations, it made it impossible for the committee to conduct its site visit to Sapir College (because the college had to be closed down), and it made it difficult for CHE to find additional committee members from abroad who would replace the cancellations..

I.2 Executive Summary

Now in its 18th year of operation, The School of Media Studies in The College of Management Academic Studies has carved a unique niche for itself in higher education, well articulated in its mission statement. It embeds sophisticated training in the craft of communication into a strong basic program of theory and research and a 45-credit program of management studies. Although students and alumni report the management program with its analytical and quantitative approach is difficult, nearly all agree that this learning gives students a decided edge in both the workplace and in subsequent higher studies. In addition to the management sequence, each student must choose two of the following applied areas to specialize in: Advertising and Persuasion, Digital Media, Media and Popular Culture, and Print and Broadcast Journalism.

The School appears to have a student-centric orientation with consistent reports that the doors of faculty and staff are open and welcoming. Although the current facilities of the School are substandard, and they are not even located on the main campus, this shortcoming promises to be ameliorated Spring Semester, 2010, when the School moves into a brand new building on the main campus in Rishon Lezion.

A main difficulty with the program is that the student/faculty ratio is far too high, 88 percent of the faculty is actually non-permanent adjuncts, and of the 17 permanent faculty, not all are PhDs and there are no full professors. The faculty carry extremely high teaching loads, many above 150 percent. The limited size of the faculty and the physical plant are inadequacies that must be addressed soon, before serious erosion of the educational quality of the institution occurs.

Most of the permanent faculty do little or no research. Although college faculty might be expected to focus more on teaching than doing research, the research enterprise not only enriches teaching and theoretical understanding, it provides excellent opportunities for student participation. The College of Management administration indicate they will offer chances for faculty to competitively receive teaching reduction so that they can grow their research programs and we strongly encourage permanent faculty to take advantage of this opportunity.

We recommend a complete review and updating of the syllabi begin as soon as possible. Our concerns include evidence that syllabi sometimes do not incorporate foundational theory and research material; that the large number of adjuncts leaves many syllabi unexamined; and that some syllabi seem idiosyncratic in their content. We also suggest that the School think and plan strategically about how their overall curriculum might be able to be enriched and made more flexible when they join the Rishon Lezion campus.

The dedication and enthusiasm of the faculty, the move to much better facilities, and the uniqueness of the two applied majors, the management sequence, and the founding of the program in basic communication theory and research, create the possibility that with infusions of resources suggested here, this program will continue to flourish, providing a fine education for those students who wish to pursue more applied training in communications.

II. Committee Procedures

In the fall of 2008 the committee was invited to evaluate the undergraduate programs of seven departments of communication at colleges and universities in Israel. As one department (Hebrew University) had just undergone an evaluation by its own university this was dropped from the list. The other units were:

- Ben-Gurion University of the Negev
- The University of Haifa
- Tel Aviv University
- The College of Management Academic Studies
- Netanya Academic College
- Sapir Academic College

The committee's work spanned the time between December 2008 (preparatory work) through June 2009 (completion of the final reports). Visits to Israel by the committee members from abroad took place January 3 to 9, March 7 to 11, and May 10 to 15.

The site visit to the campus of the School of Media Studies at the College of Management Academic Studies occurred on March 8 and March 9, 2009. According to the arrangements between CHE and the School of Communication the committee met in consecutive meetings with

- The college's vice-president and the head of Quality Assessment
- The head of school
- Members of relevant committees
- Senior faculty members
- Junior faculty members
- Adjunct lecturers
- Students
- Alumni

(See complete visitation description in Appendix.)

III. The School of Media Studies (SMS), at the College of Management

** This Report relates to the situation current at the time of the visit to the institution, and does not take account of any changes that may have occurred subsequently. 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.*

III.1 Goals and General Situation

“The mission of the SMS’s program of study, initiated in 1991, was twofold: (a) to play a central role in the professionalization of the field of communication in the country; (b) to position professional training within a larger context and provide the communication industries with graduates equipped with the highest level of theoretical understanding, critical thinking capabilities and the broadest intellectual horizons.”

Groups of students and alumni made it clear that they felt there was a family atmosphere at the department, doors were open, and faculty and staff were responsive to their needs. Although these sentiments were common in the interviews we conducted, the representativeness of the groups themselves is uncertain and may favor the best and most satisfied students and alumni. Some data from more representative groups of alumni and from student evaluations are presented below.

Although the School of Media Studies makes a strong effort to offer students a rich program, the core content of the program could be broadened. We consider this particularly important in terms of courses in other social sciences such as sociology, political science, and the humanities. As currently structured, the bachelor’s program in Media Studies and Management does not leave much room for any other areas besides communication (theory and practice) and management.

A review of some selected syllabi indicated that the literature addressed in the courses does not always reflect the state of the field. These syllabi would benefit from updating to reflect the most recent scholarship in communication.- In addition, content and assigned literature in the syllabi of some courses seemed rather idiosyncratic, more reflective of the specific interests of the teacher than the need to supply students a more coherent picture of the broader field of communication research.

The committee is concerned that there is only one associate professor and no full professor on the faculty. With such a large program the faculty surely needs to be enriched by senior leaders with a strong record of academic achievement.

All faculty -- but especially core faculty -- are encouraged to strengthen their research productivity and contribution to the field of communication.

The College of Management is to be applauded for providing resources to faculty to assist their research and publication efforts. These resources should be extended as much as possible to allow increased scholarship among core faculty.

We also applaud the content and organization of the self study. It was clearly written and well researched. The committee especially appreciated the honesty and directness in express-

ing problems faced by the department. We attribute much of the quality of the report to Dean Berger's leadership.

III.2 Curriculum

Basic Structure and Statistics

The School of Media Studies offers a single major in Media Studies and Management. The title of the degree "Communication and Management" derives from the history of the department's founding. The major was initiated with a requirement that the communication degree be coupled with a degree from a more established discipline, in this case Management. However, this accident of history may be serving the graduates of the program well, as many students and alumni stated that they believed management training was a real benefit allowing both prestige and an ability to work with those on the business side of media industries.

Students are obliged to choose two tracks out of four after the first year. The four tracks include: Advertising and Persuasion, Digital Media, Media and Popular Culture, and Print and Broadcast Journalism. The committee agrees that selection of two of four tracks is an excellent curricular innovation. It offers opportunities for the two areas to synergize with each other and prevent an overly narrow perspective, while also avoiding the superficiality of "studying everything" without delving deeply into any area. As the new media environment continues to converge across what have been traditionally separate arenas, the program will need to adjust its sites once again but in the meantime has opted to encourage cross-media training to the benefit – if not the preferences -- of its students.

According to the statistics supplied by the dean Advertising and Persuasion is the most popular track (43 percent), followed by Digital media (24 percent), Media and Popular Culture (20 percent), and Journalism (13 percent).

Weight of Management

As noted, the awarded degree is in both communication and management. Students are required to take 45 management credits because of the coupling of the communication degree with management. The course load in management has clear benefits for students (see above).

However, it also limits a deeper and broader training in the humanities and social sciences that could benefit the intellectual breadth of journalists or, alternatively, their specialization in content areas such as economics or law. We recommend that the School consider giving students the opportunity to reduce the number of management credits if other specializations appear appropriate. This might take the form of an alternative track, lighter in management but stronger in other areas of the humanities and/or media content specializations.

The committee sees the unit's move to the main campus as providing an excellent opportunity to explore expansion of the combinations of courses that the students might take.

Introductory Courses

The School might also consider offering a broader introduction to the field of communication by insuring a set of core survey courses and by avoiding excessive specialization in too many

offerings. Experience in other programs has shown that broad introductory courses help students understand more detailed subjects in courses that they take later in their program. These courses, in addition to providing an overview of the development of the field and supplying key terms, theories, and methods, can offer a 'super-structure' to which further content can be allocated and put into perspective.

III.3 Teaching and Learning

General Situation

Data provided by staff from CHE from the self-study indicates a senior faculty to student ratio of 1 to 145 and a senior faculty to adjunct ratio of 1 to 17. These data are based on a head count of 8 senior faculty, 132 adjuncts, and 1159 students (FTEs are not employed in this calculation). These ratios do not include the nine junior faculty who are normally included in the group of permanent faculty. The ratio of senior faculty to students is far too low. In addition, there are too few senior faculty to properly monitor the adjuncts' syllabi and teaching. Students too run the risk of not be able to get sufficient attention from the permanent faculty.

Content of Current Courses

The courses offered by the department have both positive and negative features. On the positive side, offering three courses in ethics is atypical in modern communication curricula, especially those geared to management practices. Students confront ethical issues in a range of contexts through these courses. The theory-based courses in media effects and industries are front loaded into the mandatory course sequence allowing, when taught with a sufficient breadth, a broad perspective early in training that can be recalled later in applied and more narrow theoretical courses.

On the negative side, inspection of selected syllabi suggested that some (although certainly not all) could profit from updating to include much more of the recent research and theory regardless whether the articles are in Hebrew or English. Some of the syllabi were idiosyncratic in their selection of readings, avoiding more fundamental core materials in favor of those that appear more faddish or superficial. Although syllabi are reviewed by the teaching committee, the number and broad range of courses, not to mention the large number of adjuncts teaching, makes it almost impossible for a small group of reviewers to evaluate fully. We suggest that a review of the syllabi is conducted while consulting some of the many online versions of the same or related courses available from scholars around the world. At the same time, the number of senior, permanent faculty is too few to monitor sufficiently the number and array of course offerings.

Teaching Loads

Many permanent faculty and adjuncts are teaching a very heavy load in two senses. The first is an overload of courses, which commonly is at 150 percent, meaning 12 contact hours rather than 8. Even this overload is exceeded by several people for administrative or other reasons, leading to total loads as much as 294 percent! In addition, some faculty with 8 or more hours of teaching have classes with a large number of students making the total number of students taught extremely high. While the committee understands that this situation is created by problems inherent in the Israeli educational system and is not necessarily peculiar to the School of

Media Studies, we are concerned that very heavy loads (hours of contact plus class size) can adversely affect teaching quality.

One concern is how effectively these teachers can interact on an individual basis with their students when they are seeing – in some cases -- hundreds every week. It is difficult to react to students' questions and needs, giving them feedback on grading, or to even tune into the 'atmosphere' of a specific class when the teacher literally has to run from one class to the next. A second concern relates to the quality of the content. With the fast-growing field of communications and its proliferation of published research in journals and books it seems almost impossible for teachers to keep updated on the field of each and every of his or her classes.

We understand that the issue of overly high numbers of classes taught by an individual teacher is on the agenda of the College president and we encourage the College to develop remediation policies. Meanwhile, the department should act to control the number of contact hours and / or class size in order to avoid potential problems of lowered teaching quality.

Quality of Teaching by Adjuncts

The program at the School of Management depends heavily on the teaching of adjuncts many of whom are not permanent School faculty. The 135 adjuncts account for 88 percent of all teachers and they teach 69 percent of the total 985 teaching hours in the program. Although we understand that this ratio is not atypical for colleges in Israel and is caused by budget constraints, it raises questions about how the quality of teaching of all of these adjuncts can be ascertained. The School participates in the College's student feedback system administered at end of the semester. It is our impression that the results of these surveys are taken seriously and can lead to praise as well as criticism of individual teachers.

The student course evaluations show no differences between adjunct (mean value of 5.3) and faculty (5.4) course ratings (scale is 1 = low; 7 = high). However, given the high number particularly of junior adjunct teachers, the School's Teaching Committee might consider additional ways for the assessment of teaching quality. These might include more frequent assessments of the syllabi before the semester's start, as well as the scheduling of classroom visits.

Adjuncts from the professional ranks also need to be carefully evaluated not just the teaching evaluations but in terms of their professional credentials and their ability to offer intellectual challenges to students and not only practical experience. For example, how would a student respond to a marketing professional who advocates the techniques of product placement while hearing a critique of the ethics of product placement in a more theoretical course in PR and marketing? If students are faced with ethical critique of a practice in their theory courses but specific strategies for carrying out the technique in their practical courses without engaging the two sides directly the question arises what conclusions will they draw about what is acceptable. Faculty need to be aware of what each other are doing, saying, and preaching so as to engage students in the complexities of action in the professional world.

Teaching Staff With and Without PhD

By our calculations 19 of 135 adjunct faculty have PhDs. Of the permanent faculty, 7 of 8 senior faculty do have PhDs while 5 of 9 junior permanent faculty do not have PhDs. Applied courses taught by those who do not have a PhD are not a concern as long as these teaching

faculty have solid credentials in their professions. However, only a minimum of the courses whose content is theoretical should be taught by those without a PhD.

However, a large number of the theory/research courses are being taught by adjuncts. Given the data provided by the unit, we know that 306 of the total teaching hours (985) are taught by permanent full-time faculty (i.e., 31 percent). The remainder of the theory courses are taught by 56 adjuncts, only 11 of whom have PhDs. Thus many of the theory courses are being taught by non-PhD's. We recommend that future hires into permanent faculty positions be with an eye to improving this situation.

The Radio Program

The radio programming activities by the department have two important functions. First they offer a significant educational opportunity for students in the practical arts of radio production. At the same time the radio station offers to the surrounding community programming that is unique in that it is not available from commercial stations.

Internship Program

The department requires its students to undertake 100 hours of internship work as a part of their training in communication practice. These internships are important for students and can sometimes provide an avenue to later employment directly or through the creation of experience or portfolio. We are especially impressed by the College's care in evaluating internship activities as described in the self-study.

Class Attendance

Student commentary and the self-study report acknowledged some difficulties with attendance, particularly in the second year mandatory courses. Dealing with this problem is difficult without wasting a large amount of class time calling roll. One simple solution that some have tried is reading a small random sample of names at each class to take attendance. Time is saved and the message to students is clear.

Evidence on Student Employment Post Graduation

The School of Management has conducted at least two surveys of its alumni. One survey was conducted among 300 alumni of the School of Media Studies at the College of Management Academic Studies. Half of the alumni graduated during the past 5 years, and the other half between 5-10 years ago.

The most recent survey indicates very strong positive feeling by graduates about its training at the College: 26 percent say they are very proud and 54 percent say they are proud to be a graduate of the College. This is not the same as asking about satisfaction with courses or training but is instructive nonetheless.

Of the students who were currently employed 68 percent indicated that they were employed in an area related to communication or management. Employment occurred immediately upon graduation (or was a continuation of employment) for 46 percent of students; 33 percent more were employed within a year of graduation. The remainder found employment later.

Many students indicated an interest in advanced study with 25 percent currently training in

graduate studies with an additional 40 percent indicating at least some intention of doing so. Of the 75 students currently training in advanced studies one third are in business while another quarter were in media or communication.

Overall, we applaud the School's survey of alumni as a source of data for planning and innovation. Students seem proud to be alumni and appear to be getting jobs in their fields broadly speaking. It was unclear whether those currently in advanced studies were considered to be employed or not.

III.4. Students.

The College of Management entertains an "Alumni Forum," i.e. an organization of the more than 25,000 College's graduates of all schools and departments. However, there is no equivalent association or organization on the level of the School of Media Studies. We encourage the School's faculty to help develop such an alumni group of former Media Studies majors.

Maintaining close contacts to alumni can help the School to achieve several goals: it will be a constant basis for feedback on the program and its success on the job market; it will also supply evidence for the strategic planning for the program; it will help to recruit able adjuncts from the field who have a strong commitment to the School; and it can be a continuous source for internship positions in various fields of the industry. In addition, although we understand that alumni associations do not play the same role in the Israeli system as they do, for instance, in the United States, they can on the long run be a source of financial and moral support for the School.

III.5 Human Resources

The committee is concerned that there is only one associate professor on the faculty. With such a large program at hand the faculty surely needs to be amended by senior leaders with a strong record of academic achievement although the committee acknowledges that some of the faculty members already actively engage in research of their own.

Committed and Uncommitted Adjuncts

In meetings with some of the adjunct faculty, their commitment to their students and to their teaching was clear. They indicated a love of what they were doing and at least one – who was employed elsewhere – indicated that the money he was getting alone was insufficient motivation. At the same time, the self-study report made clear that the large number of adjuncts created an environment where many (adjunct) faculty, because of their partial and split appointments, could not be committed fully to the life of the department even though they had a strong commitment to their students.

III.6 Infrastructure

The physical facilities at the school of Media Studies are clearly inferior in the many ways described in the self-study. We will not reiterate those here. A move is planned for the second semester of the 2009-10 academic year. This will rejuvenate the School of Media Studies, place them squarely in the campus of the College of Management, and immediately upgrade their physical plant. We certainly hope that the move will not be delayed. The physical location and the quality of building and offices – to say nothing of the fact that space is shared with a high school – are clearly substandard.

III.7 Research and Publications

The College of Management is to be applauded for providing resources to faculty to assist their research and publication efforts. These resources should be extended as much as possible to allow increased scholarship among core faculty. However, all faculty of the School of Media Studies, but especially core faculty, need to strengthen their research productivity and contribution to the field of communication. Not all of the senior faculty are involved in doing research, publishing, and presenting papers to conferences. Currently only one of the permanent faculty members has any kind of external funding (in this case, a grant to write a book). We would encourage faculty to invest more in grant-getting in order to stimulate their own research, making the School more visible and enriching their teaching. We encourage them to take advantage of the opportunity to apply for release time for development of all aspects of their research credentials.

VI. Recommendations:

VI. 1 Short-term Recommendations

- Have the teaching committee (plus additional senior faculty) review as soon as possible all syllabi. The review should specifically address the following:
 - Is all research/theory as up-to-date as possible?
 - Are fundamental core materials of each topic included? (Check against the many fine syllabi available online from around the world.)¹
- Consider offering a broad-based introduction to the field of communication during the first year.
- Develop multiple procedures for evaluating adjuncts perhaps including:
 - Verifying in a more formal and systematic way the professional credentials of adjunct teachers

¹ Where necessary and appropriate eliminate faddish material when it crowds out the fundamental and newest work reflecting state of the field.

- Assessing more frequently all syllabi
- Scheduling classroom-visits for the assessment of teaching quality.
- Consider procedures to encourage better class attendance, particularly in the second-year mandatory classes.
- Take advantage of the upcoming move to main campus by creating a strategic three-year plan for the College.
- Develop, in coordination with the college administration, a hiring plan in order to tackle the high ratio of students to permanent faculty.

VI. 2 Middle- and Long-term Recommendations

- Consider giving some students the opportunity to reduce the number of management credits, allowing other forms of specialization.
- Consider alternative tracks to the management one.
- Encourage all faculty but especially permanent faculty to strengthen their research productivity and contribution to the field of communication.
 - Have all faculty present a plan of teaching and research at the beginning of the year, and report toward progress in this plan at the end of the year.
 - Encourage faculty to apply for course release time to enhance their research programs.
- Develop an alumni group of former Media Studies majors making use of good plans existing online.
- Incorporate all of the middle- and long-term activities into an evolving strategic plan for the College.

Signed by:



Prof. Joseph N. Capella, Chair



Prof. Wolfgang Donsbach



Prof. Mordechai Kremnitzer



Prof. Karen Ross



Prof. Esther Thorson

V. Appendices:

Letter of Appointment (Sample)



February 11th, 2009

Professor Wolfgang Donsbach, Planning & Budgeting Committee | הועדה לתכנון ולתקצוב
Director, Department of Communication
Dresden University of Technology
Germany

Dear Professor Donsbach,

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 scholars and experts in the international arena in a national effort to meet the critical challenges that confront the Israeli higher education system today. The formation 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 and professionals 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 a member of the Council for Higher Education's Committee for the Evaluation of Communication Studies. The composition of the Committee will be as follows: Prof. Joseph Cappella - Chair, Prof. Hanna Adoni, Prof. Wolfgang Donsbach, Prof. Mordechai Kremnitzer, Prof. Karen Ross, and Prof. Esther Thorson. Ms. Michal Kabatznik will coordinate the Committee's activities.

In your capacity as a member 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. Michal Kabatznik, Committee Coordinator



October 07

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.

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.

Schedule

**THE SCHOOL OF MEDIA STUDIES
COLLEGE OF MANAGEMENT
Tentative Schedule of Site Visit
8th-9th March 2009**

Communications - tentative schedule of site visit

Sunday March 8th, 2009:

Time	Subject	Participants	Room/Location
09:00-09:30	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	- Prof. Zvi Safra, Vice President - Dr. Itamar Shabtai, Head of Quality Assessment	Conference Room, School of Media Studies Tel Aviv
09:30-10:30	Meeting with the head of the School of Media Studies	- Dr. Eva Berger, Dean	Conference Room, School of Media Studies Tel Aviv
10:30-11:30	Meeting with representatives of relevant committees *	-Prof. Hillel Nosssek, Head, Appointments Committee -Dr. Avi Shohat, Head, Admissions Committee -Dr. Dalia Liran-Alper, Head, Scholarship Committee and Officer of Student Affairs -Dr. Igal Mashiah, Head, Teaching Committee	Conference Room, School of Media Studies Tel Aviv
11:30-12:30	Meeting with senior academic faculty*	- Prof. Hillel Nosssek - Dr. Lydia Amir - Dr. Dalia Liran-Alper - Dr. David Gurevitz - Dr. Avi Shohat - Dr. Igal Mashiah - Mr. Dan Arav - Dr. Dalia Rahman-Mor - Dr. Baruch Blich	Conference Room School of Media Studies Tel Aviv
12:30-13:15	Lunch (informal talk)	<u>Faculty</u> - Ms. Liat Erel - Mr. Eran Shapira - Mr. Danni Rubinstein - Prof. Hillel Nosssek - Dr. Lydia Amir - Ms. Anat Ringel - Ms. Simi Sarig <u>Students</u> - Ms. Carmel Molcho	Cafeteria School of Media Studies Tel Aviv

		(others to be added)	
13:15-14:15	Tour of campus (Including classes, studios, library, offices of faculty members, computer labs etc.)	<ul style="list-style-type: none"> - Dr. Eva Berger, Dean - Simi Sarig, Head of Administration - Mr. Ron Fisher, Head, Productions Unit - Mr. Lior Rahmani, Manager, Radio Station Campus Voice 106FM - Mr. Gil Rubio, Director of Programming, Radio Station Campus Voice 106FM 	
14:15-15:00	Closed-door working meeting of the evaluation committee		Conference Room School of Media Studies Tel Aviv

Monday March 9th , 2009:

Time	Subject	Participants	Room/Location
09:00-09:45	Meeting with junior academic faculty*	<ul style="list-style-type: none"> - Mr. Amir Earon - Dr. Sigal Barak-Brandes - Dr. Alina Bernstein - Dr. Meir Kogman 	Conference Room School of Media Studies Tel Aviv
09:45-10:30	Meeting with adjunct lecturers*	<ul style="list-style-type: none"> - Mr. Shlomi Barzel - Mr. Eli Ben Zaken - Mr. Noam Yoran - Mr. Danni Rubinstein - Mr. Eliezer Pney-Gil - Ms. Hanna Calderon - Ms. Clila Radiano - Mr. Haim Frenkel 	Conference Room School of Media Studies Tel Aviv
10:30-11:30	Meeting with B.A. students**	<ul style="list-style-type: none"> - Mr. Jonathan Kahana - Ms. Amital Weismann - Mr. Gil Matos - Ms. Karen Meliniak - Ms. Lara Wohlman - Ms. Naomi Ashkenazi - Ms. Noah Gilead - Ms. Nur Flug - Ms. Lior Charshenya 	Classroom 68 School of Media Studies Tel Aviv

		- Ms. Adi Gilead	
11:30-12:30	Meeting with Alumni**	- Mr. Shy Gal - Mr. Lior Shalev - Ms. Mickey Peled - Ms. Merav Miller - Mr. Guy Yakar - Ms. Narkiss Nave - Ms. Carmit Weis- litz	Conference Room or Classroom 68 School of Me- dia Studies Tel Aviv
12:30-13:15	Trip to Rishon Lezion Cam- pus		
13:15-14:00	Lunch		Room 401, The Rishon LeZion campus, Building C
14:00-14:30	Closed-door working meet- ing of the evaluation com- mittee		Room 401, The Rishon LeZion campus, Building C
14:30-15:00	Summation meeting with heads of the institution and of the School of Media Studies	Prof. Zvi Safra Dr. Itamar Shabtai Dr. Eva Berger	Room 401, The Rishon LeZion campus, Building C

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

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