



**Department of Communication  
Tel Aviv University**

**Report of the External Evaluation Team**

**for**

**The Council on Higher Education**

**November 2009**

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## **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, and Ben-Gurion University)
  - Professor Esther Thorson, University of Missouri (College of Management, Tel Aviv University, Haifa University, and Ben-Gurion University)
- Ms. Michal Kabatznik coordinated the committee

The committee's work in the first phase suffered from 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 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); and it made it difficult for CHE to find additional committee members from abroad who would replace colleagues who had to withdraw from their involvement.

## **I.2 Executive Summary**

The Department of Communication at Tel Aviv University is a relatively small department in terms of permanent faculty, with relatively high numbers of adjunct faculty and a large and increasing number of students. Although there is a clear commitment to teaching and a very impressive record of past and existing research activity, the quality of the teaching and learning environment is unlikely to be sustainable in the longer term without investment in new lines. In broad terms, an analysis of the Department's strengths and weaknesses reveal the following:

- High levels of satisfaction reported by MA and PhD students;
- Thriving new MA program (although this has pushed student numbers higher);
- Commitment by all faculty to develop the School and all stakeholders;
- High degree of expertise among all faculty with an impressive record of scholarly activity including the winning of research grants;
- Variable student perspectives, depending on where they are in the academic career. First and second year students tended to be more critical, mainly due to the lack of discussion opportunities. MA students, on the other hand, were more positive precisely because they appreciated the opportunities for interaction.
- Negative impact of high staff-student ratios, e.g. reduction/withdrawal of exercise sections leading to student frustration; high numbers of adjunct faculty;
- Very small administrative support function.

The committee suggests that the department and University consider reorganizing the study of communication at Tel Aviv University to take advantage of the full range of resources for teaching both the practice and the theory and research base of communication for BA students. We believe that such a reorganization can benefit the department, the University, and most importantly the students, positioning TAU uniquely among Israel's colleges and universities for communication study.

## **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 Tel Aviv University took place on March 11 and 12. According to the arrangements between CHE and the Department of Communication, the committee met in consecutive meetings with:

- The rector, the vice-rector, and the head of Quality Assessment
- The Dean of the faculty of Social Sciences and Chair of the Department of Communication
- Members of relevant committees on the faculty level and senior faculty members of the department
- Junior faculty members
- Adjunct lecturers
- Students
- Alumni

(see complete list in appendix)

### **III. The School of Communication**

*\* 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 stated mission of the Tel Aviv Department of Communication is:

“to advance teaching and scholarship in order to provide students with knowledge, understanding and tools to analyze communication processes in general and mass communication in particular along its various dimensions: social, legal, psychological, economic, political, technological and cultural. All these are examined in the context of increased globalization and the discourse of modernism and post-modernism in the world.” (page 24)

This broad statement is realized in the breadth of faculty expertise and in the diversity of intellectual points of views represented therein. The role of media and communication in the context of globalization is as yet an unrealized objective of the department.

At the establishment of the program, the intended faculty size was 10 full-time lines. However, 12 years later in 2009, the Department only has 6.5 full time faculty. A number of the challenges and problems identified below which relate to high student numbers and limited student-faculty interactions, would be significantly alleviated by the addition of faculty lines. In discussion with senior staff from the university, staffing needs were recognized with the hope that additional lines would be forthcoming.

The general atmosphere at the department was very positive. The five faculty with whom the committee met exhibited a strong sense of collegiality as well as a high degree of commitment to the Department.

The students' reviews were more mixed although this varied with their position in the program. First year students were particularly disenchanted with taking courses which were taught exclusively through the use of large frontal lecture classes where there were few opportunities for interacting with faculty or each other. This problem seemed to be related more to the lack of exercise sections associated with a course than the number of students attending lectures. Second and third year students were much more positive about their experiences precisely because they did have exercise sections and other opportunities to work in smaller groups (workshops, seminars) with more time for discussion and interaction.

Although this is the first year of the new MA program, the students whom the committee met were very positive about their course of study. Similarly, the doctoral students whom we met were very positive about the quality of their advisors although there was some ambivalence about more general experiences of the Department as they had little contact with anyone other than their own advisor.

The Department faces significant challenges because the lack of resources (in particular human resources) making it difficult to respond adequately to the increasing number of students. The addition of a new MA program welcomed by faculty has placed additional burdens on faculty time. The expectation that undergraduate numbers would be capped to offset the new MA students has not materialized due in part to the admission policies of the university. The pressures of the new MA program seem to have insured that none of the compulsory first year undergraduate courses are taught by full-time faculty. Some students noted this unfavorably in their interactions with us.

We also note that although the Department operates as an integrated and self-contained unit, later in this document we propose a reorganization with colleagues in other parts of the wider University to deliver a communications and media curriculum that would impact favorably on undergraduate needs and desires while maintaining the strengths of the department in research and theory.

## **III.2 Curriculum**

### **Basic Structure and Statistics**

Each student must take two majors, one in communication and the other in any other discipline, although the majority of students in the Department take their second major in another social science discipline such as psychology, sociology or political science. Some students are also enrolled in the Koteret School of Journalism which puts an additional time pressure on them.

In terms of curricular content, there appears to be an over-emphasis on teaching traditional media forms and very little on new media, although the two courses which **are** oriented specifically towards new media: *Free newspapers, blogs and citizen journalism*, and *Introduction to New Media: Culture, Communication and Code*, look exciting and were viewed favorably by some of the students whom we met and who were either taking these modules or knew about the course. **[Recommendation 2 – see below]**

In addition to the mandatory and elective courses which are theory-focused, students also take two workshops across years 2 and 3. As far as balance in the curriculum is concerned, there were contradictory views expressed by students in relation to the value of workshops. Some felt that they were useful ‘tasters’ while others experienced them as ‘fun’ and interesting; others expressed the view that the courses lacked serious pedagogical value, providing an inadequate skills base for students seeking later employment. The program’s marketing makes clear that it is focused on theory and research and not on communication practice. Yet courses in communication practice are offered. So although expectations about course work related to the practice of communication are kept low intentionally, the existence of training courses sends a different message. As long as course work in communication practice is offered, it needs to be of the highest quality. The alumni whom we met also had mixed views on the value of the skills-based workshops. **[Recommendation 3 – see below]**

The Committee notes that there are no internships available and we suggest that establishing a program of internships would provide excellent opportunities for students

to put their understanding of theory and research into practice, as well as giving them a taste of the real world of work. We see this opportunity as being different but complementary to teaching practical skills. **[Recommendation 4 – see below]**

Although the MA is a new program, with 22 enrolled students, the students whom we met were very positive about the experiences on the program thus far.

Students outside the communication department may also do a second major in communication and we understand that there are about 30 students who do so. This suggests that students outside the department exhibit interest in the content of communication studies' courses.

### **III.3 Teaching and Learning**

#### *General Atmosphere*

A majority of the mandatory courses are taught by frontal lecture only, often with more than 150 students in attendance. The absence of discussion and interactive opportunities (both among students and with tutors) is regrettable and a source of frustration and complaint by students. The reduction in exercise sections is presumably caused by the lack of financial resources available to employ TAs or other part-time Faculty. In discussion, students were unhappy with the way in which their exam papers were graded by people whom they did not know (and who did not therefore know them) and with whom they had had little contact before or after the examination.

Nevertheless, that adjunct Faculty whom we met were an enthusiastic and impressive group who seemed knowledgeable about the courses they were teaching and dedicated to the welfare of the students.

The committee was told that there is no formal process of reviewing and approving new course syllabi. Perhaps we were misinformed or we misunderstood, but the content and structure of courses is the core of what universities do. Careful -- and not simply cursory -- evaluation of existing and proposed courses and their interrelation is a core activity for teaching faculty. **[Recommendation 5 – see below]**

Students with whom we met were critical about the extent to which material was repeated across courses. Some also commented that it was sometimes difficult to see the connections between different courses, both horizontally (within the same year) and vertically (between years). There was also some criticism related to the dated nature of some of the material presented in readings and lecture. The committee also felt that insufficient detail was provided in some of the course syllabi. **[Recommendation 6 – see below]**

Although we only met a small number of alumni, several made clear the value of their degree from the hindsight of being in the world of work. Some pointed out that the breadth of their training while seeming unconnected to the real world at the time served them well later; for example by providing frameworks for thought and critical thinking skills.

### **III.4 Students**

The admissions requirement for students wishing to enroll in the Department are extremely high and accepted students have some of the highest entry scores of any departments. There are presently about 444 undergraduate students and 22 MA students. The trend in the number of applications in the last five years has been downwards while the rate of students accepted has gone up (from about 24% to about 36%). Nevertheless, the entry scores of the students have remained stable over this time period. The University continues to accept large numbers of communication students each year, even for fall 2008 entry when the department expected to recruit fewer undergraduates as they launched the new MA.

The dropout rate across three years period is about 15-20% (p. 55 of self-assessment document). The department notes that this is similar to the Department of Psychology and is not therefore concerning. However, the committee felt this was a higher rate than we would have expected and higher than is desirable.

TAU's own alumni survey indicated that about two thirds of those responding go on to graduate study. It also indicated that satisfaction on a sliding scale of 1-6 (with 6 being very satisfied) was approximately 3.8. The Department reported this result as 'our graduates generally expressed satisfaction with their experience', although this result is less positive than we would have expected.

### **III.5 Human Resources**

The department has 6.5 full-time Faculty and 1.5 secretarial support. There is a significant number of adjunct faculty including TAs, although this number has gone down over the past years-- we presume -- as a result of budgetary constraints.

Data provided by staff from CHE from the self-study indicates a senior faculty to student ratio of 1 to 65 and a senior faculty to adjunct ratio of 1 to 3.4. These data are based on a head count of 7 senior faculty, 24 adjuncts, and 454 students (FTEs are not employed in this calculation). These ratios indicate to us a clear need for additional senior faculty to meet student demand especially as the program increases its commitment and resources to the master's program.

### **III.6 Infrastructure**

We received a tour of the Department's facilities which appeared to be fit for purpose. As the department's focus is not on practical professional training, it is not in need of studios or other equipment typical of journalism programs. On the other side, the campus of Tel Aviv University offers a pleasant atmosphere for learning and research including a full-fledged library and facilities for the lighter side campus life.

### **III.7 Research and Publications**

Faculty members of the Department of Communications at Tel Aviv University are well established scholars in their field of research, some of whom have an acknowledged international reputation. A study of their CVs show an impressive list of publications and conference papers, and evidences their wider service to the discipline through their involvement in academic journals (faculty both serve on editorial boards and work as editors of international journals), and in their leadership of national and international subject associations.

Faculty members in the Department have been successful in attracting a significant volume of external grant income and currently hold an impressive number of external grants which, is higher, per capita, than other social science departments of the Faculty or the wider University and indeed higher than for the Social Sciences in Israel in general. Thus despite their high teaching and administrative loads, it is clear that faculty members are highly productive and successful researchers.

However, one faculty member reported having to turn down several grants because the level of teaching and existing research activity was too high, and this member of faculty had not been allowed to claim course relief or receive grant money that would defray the person's teaching load. We were told that this 'policy' is under scrutiny and we hope that it will be modified. [**Recommendation 8 – see below**]

The guaranteed provision of teaching relief and/or buy-out to faculty members when they are successful in securing significant external funding could create opportunities for developing and building upon interdisciplinary research *within* Tel Aviv University by encouraging groups of researchers from within and without the Faculty to develop collaborative research bids. Research in communication requires an integrated – sometimes called a “transdisciplinary” --approach, perhaps more than other disciplines. The faculty of the Department of Communication are eager to engage in such interdisciplinary research. University policies and funding structures should be enacted to encourage rather than discourage such efforts.

### **VI. Recommendations:**

The department currently faces a significant challenge in terms of the very high student to faculty ratio. Like most challenges, this one provides opportunities for the department and the University. Making better use of existing resources and providing some additional resources could create the conditions for revising of the way in which communication is taught and researched. For example, there is an existing 'virtual' School of Communication at Tel Aviv University which could be re-configured as an actual School integrating communications and communication-related disciplines in an imaginative and innovative way. Indeed, we could envisage how a more broad-based School of Communication could make Tel Aviv University a first-choice destination for students to study the theory and practice of media and communication and the creative arts. This new university-wide institution would embrace the existing Koteret School of Journalism as well as the communication department and other stakeholders. Exploring this new organizational structure will require a strategic and forward-thinking planning cycle and we address this idea in more detail below under middle and longer term recommendations

## **VI. 1 Short-term Recommendations**

- 1 Increase the number of courses which are either exclusively focused on new media and technologies and/or revise the content of existing modules to take account of significant shifts in the media/technology landscape.
- 2 Reconsider the use of workshops, especially if the suggestion to reconfigure the teaching of communication as set out below is taken up.
- 3 Establish an internship opportunity.
- 4 Enhance procedures governing the approval of new courses/modules.
- 5 Ensure that reading lists are up-to-date; ensure that colleagues take cognizance of new developments (both theoretical and practical) in their sub-disciplines, and feed back into teaching syllabus
- 6 Organize a curriculum brainstorming session before the beginning of the academic year so colleagues understand, in broad terms, the content of the modules which other people teach, so as to avoid too much overlap in content delivery.
- 7 Revise policy in relation to research grants, so that there are incentives for staff to apply for research funding instead of sanctions, for example, denying course relief for project management when research bids are successful.
- 8 Increase the number of senior faculty in order to reduce the student – faculty ratio.

## **VI. 2 Middle- and Long-term Recommendations: A School of Communication? A Modest Proposal**

The Department of Communication and Tel Aviv University have a genuine opportunity to position themselves at the forefront of communication studies in Israel. Substantial resources relevant to communication studies exist across Tel Aviv University in the Department of Communication, School of Communication, Koteret Institute, Film and Cinema Studies, the Herzog Institute, and other allied departments in the social studies and humanities. Our committee did not have extensive information on all these entities but we learned some things about each and their potential relevance.

The Department and the University in collaboration with all interested parties should begin a planning process to consider ways to restructure the study of communication to emphasize strengths and minimize weaknesses. The committee is not so naïve as to suggest that we can predict, nor that we can know best, what the form of this restructuring would be. Nevertheless, some possibilities presented themselves leading us to entertain the possibility of restructuring as a reality.

Here we sketch the outlines of a possible restructuring based on the following assumptions:

- The degree in communication should be changed to a single degree rather than a joint degree;
- Practical courses should no longer be taught by the Department of Communication;
- Practical training (and some theoretical, critical, and historical training) for students in the Department of Communication should occur through Koteret, Film and Cinema Studies, Herzog Institute for Internet Studies, and the Business School;

- Students in the Department of Communication will choose **either** a research and theory track **or** an applied track as their principal pathway, although such choice would not preclude them from taking courses from the other path;
- Those on the research and theory track will take courses in the Department of Communication and courses in an allied discipline (as a minor not as a second major). Typical allied disciplines would include Psychology, Sociology and Anthropology and Law;
- Those taking one of the applied tracks would receive core training in communication theory and research from the Department of Communication. In addition, they would select courses provided in the other tracks of applied study including (for example) journalism (Koteret), cinema and film (Film and Cinema Studies), new media (IIS), marketing, consumer behavior (Business);
- A School of Communication (or whatever other title is acceptable) would house the various groups under a single umbrella. These would include the Department of Communication, Film and Cinema Studies, Koteret and other communication oriented institutes or groups. The organization, structure, and funding of this “umbrella entity” would be negotiated by the stakeholders.

We believe that there are considerable advantages to the Department of Communication, the University and especially to students interested in communication studies, of the structure we have proposed:

- the strength of the Department is in theory and research and these strengths would be emphasized in the proposed plan;
- students vary considerably in their interests in applied or theoretical work: the proposed plan acknowledges this variation allowing students to focus on one or another track;
- applied training would be handled by those with the experience and skill to do so and who are already located among the University’s faculty;
- training in theory and research for those students so inclined would take advantage of the University’s strength in allied departments such as Psychology, Sociology, and Politics;
- the University’s strength in communication studies would be on display by and through its School of Communication and its branding;
- students interested in training in communication would look to Tel Aviv University as their first choice destination because of its reputation in providing both theoretically-oriented but also practice-focused teaching.

The committee offers the above structure as a schematic to begin discussion among interested parties. We believe that both theory and practice are core to high quality training in communication at the undergraduate level. Tel Aviv University appears to be uniquely situated to bring the highest levels of training in both domains to students.

**Signed by:**



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Prof. Joseph N. Capella, Chair



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Prof. Wolfgang Donsbach



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Prof. Mordechai Kremnitzer



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Prof. Karen Ross



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Prof. Esther Thorson

## V. Appendices:

### Letter of Appointment (Sample)



February 11<sup>th</sup>, 2009

Professor Wolfgang Donsbach  
Director, Department of Communication  
Dresden University of Technology  
Germany

Dear Professor Donsbach,

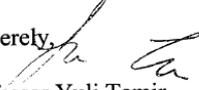
The State of Israel undertook an ambitious project when the Israeli Council for Higher Education (CHE) established a quality assessment and assurance system for Israeli higher education. Its stated goals are: to enhance and ensure the quality of academic studies; to provide the public with information 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 21<sup>st</sup> 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.**

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## Schedule Tel Aviv University Visit

### Wednesday March 11<sup>th</sup>, 2009:

Time	Forum	Participants
09:00-09:30	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	Prof. Dany Leviatan, Rector Prof. Aron Shai, Vice-Rector Prof. David Horn, Head of Quality Assessment at TAU
09:30-10:30	Meeting with the Dean of the faculty of Social Sciences and Chair of the Department of Communication	Prof. Noah Lewin-Epstein, Dean Social Sciences Dr. Jérôme Bourdon, Chair, Department of Communication
10:30-12:30	Meeting with Senior Academic Faculty and representatives of Social Science Faculty committees along with meeting with Senior Academic Faculty of the Department of Communication	Dr. Avi Gotlieb Social Science Faculty Curriculum Committee & Admissions Committee Prof. Shamgar Ben-Eliyahu Social Science Faculty Doctoral Committee  Department of Communication: Prof. Akiba Cohen Dr. Daniel Dor Dr. Nurit Guttman Dr. Eli Dresner
12:30-13:15 (Lunch)	Meeting with students of all levels (B.A. and M.A.)	Alex Sakliar, 1 <sup>st</sup> year Ilan Manor, 1 <sup>st</sup> year Shelly Yitzhaki, 1 <sup>st</sup> year Taga Koren, 1 <sup>st</sup> year Ilan Yossim, 3 <sup>rd</sup> year Iris Terem, 3 <sup>rd</sup> year Itzik Greenwald, 3 <sup>rd</sup> year Michal Waltner, 3 <sup>rd</sup> year Natan Stolerio, 3 <sup>rd</sup> year Oz Levy, 3 <sup>rd</sup> year Eliya Benditovich, M.A. Itay Banner, M.A. Sophie Brand, M.A.
13:15-14:15	Tour of the TAU campus (Including library, offices of faculty members, computer lab, classroom and part of the campus)	Tour to be led by Prof. Akiba Cohen and Dr. Jérôme Bourdon
14:15-15:00	Closed-door working meeting of the evaluation committee	

**Thursday, March 12<sup>th</sup>, 2009:**

Time	Forum	Participants
09:00-09:45	Meeting with junior academic faculty	Alon Kraitzman Ornat Turin Segev Barak Shai Berkovich
09:45-10:30	Meeting with adjunct lecturers	Dr. Edna Pasher Dr. Eyal Zandberg Dr. Nelly Elias Mr. Rafi Mann (M.A.) Mr. Asaf Darash (M.A.)
10:30-11:15	Meeting with B.A. students	Hadas Mazor, 1 <sup>st</sup> year Raz Pe'er, 1 <sup>st</sup> year Ilona Drindin, 2 <sup>nd</sup> year Irit Schwartz, 2 <sup>nd</sup> year Azni Tzafnat, 3 <sup>rd</sup> year Danielle Zayit, 3 <sup>rd</sup> year Erez Marantz, 3 <sup>rd</sup> year Hallel Artzi, 3 <sup>rd</sup> year
11:15-12:00	Meeting with PhD students	Arielle Friedman Bosmat Garami Erga Atad Itai Harlap Michal Alon-Tirosh Shiri Rznick Shuruk Ismail
12:00-13:30 (including lunch)	Meeting with Alumni	Hadar Weiss Maya Kaufman Mor Lavie Nava Barit Ben-David Ori Katrei Turkia Roei Davidson Rotem Aloni Shira Felix
13:30-14:15	Closed-door working meeting of the evaluation committee	
14:15-14:45	Summation meeting with heads of the institution and Chair of the Department of Communication	Prof. Dany Leviatan, Rector Prof. Aron Shai, Vice-Rector Prof. David Horn, Head of Quality Assessment at TAU Dr. Jérôme Bourdon, Chair, Department of Communication