



DEPARTMENT OF
VISUAL COMMUNICATIONS
THE NERI BLOOMFIELD SCHOOL OF DESIGN AND EDUCATION

RESPONSE TO THE
COMMITTEE'S FOR THE EVALUATION
OF VISUAL COMMUNICATIONS STUDY
PROGRAMS IN ISRAEL
EVALUATION REPORT

MARCH, 2019

The NB Haifa School of Design thanks The Committee for the Evaluation of Visual Communications Study Programs in Israel for its comprehensive and professional work as part of the QA framework in the Visual Communication department, and for formulation of its insights in a detailed and elucidating document.

The department welcomes this process and views it as an opportunity for in-depth examination of the contents studied and their compatibility to the declaration of intent as presented in the submitted rationale.

A new president heads our institution since the beginning of the current academic year, bringing a new vision and spirit that address quite a few of the improvement points specified in the report, in addition to strengthening, reinforcing and developing the advantages and positive points specified in the Committee's report.



Committee Recommendation	Steps toward implementation (including time table)
<p>1. Essential</p> <p>1.1 QA Process</p> <p>Take ownership of embedding the CHE QA framework within the institution on a regular basis and lead the implementation of the CHE QA process into the department. Coordinate these processes collaboratively and with open dialogue. (See 3)</p>	<p>The department will establish a mechanism for implementing the committee's recommendations as a direct continuation of the work conducted in writing the QA report. The partners to writing the report, headed by the department head and including the department's academic coordinator and a representative of the senior teaching faculty, will conduct meetings on a pre-defined and regular basis and will examine the curriculum based on the criteria presented in the original report in the aim of identifying problems, if they exist, and addressing them within a defined timeframe.</p> <p>We view the exchange of documents between the department and the Audit Committee as an updated picture from which the required conclusions can be drawn, solutions can be offered to complex issues that need to be addressed, and points the Committee noted positively can be strengthened and cultivated.</p> <p>To ensure an open, informed and comprehensive discussion the small core committee will add additional members, teaching faculty from the institution and from other entities, depending on the discussion topic.</p> <p>The main topics as specified in each and every section of the Committee's report will receive an appropriate response and will be addressed by the department council that convenes at the end of every semester, and in which lecturers report on all department issues.</p> <p>Insights and decisions regarding proposed changes will</p>



	<p>be submitted for approval to the School's Supreme Academic Council.</p> <p>Estimated time –3 months.</p>
<p>1.2 Learning Outcomes</p> <p>Map the learning outcomes of the entire curriculum at each key stage of the student's progression. (See 5.2)</p>	<p>It is important to note that owing to its curriculum the department's graduates gain high-level professional abilities that meet the high standards of the continuously changing market. Undoubtedly however, enhancing the lateral perspective, and honing the relationship between the syllabi and the list of the desired study goals will not only strengthen the learning outcomes, but will also streamline the department's work.</p> <p>We accept the committee's recommendation and agree that the correlation between the syllabi and the four-year program must be strengthened. The department's teaching committee, that is comprised of the department head and the department's academic advisor, curriculum coordinator and accompaniers of the 1st to 4th year studies, will be responsible for completing this task.</p> <p>The meticulous mapping activity requires extensive time, however we place importance on completing the task toward the beginning of the coming academic year.</p> <p>We are examining the optimal work process and currently formulating the work process according to which we will operate. The work process will be based on specified desired learning outcomes according to the contents of every course, in every year of study, in line with the place of the course in the study sequence and</p>



	<p>its contribution to the overall curriculum.</p> <p>The learning outcomes will be examined based on three categories: knowledge, abilities and skills.</p> <p>As this is a combined academic degree in design and education, some of the required learning outcomes will also include requirements from education studies, alongside the extensive design studies (theoretical, practical and software studies).</p> <p>In the course of next year we will link and cross-link the goals and contents of the various courses and their syllabi with the issues specified in this document, taking a lateral view of the four-year curriculum.</p> <p><u>The desired learning outcomes in the Knowledge area:</u></p> <ul style="list-style-type: none"> • General knowledge about the history of graphic design in the 20th and 21st century • General knowledge about the history of art in various periods • General knowledge about the Israeli and Jewish culture • Familiarity with developments in visual communication • General knowledge in computer studies <p><u>The desired learning outcomes in the Abilities area:</u></p> <ul style="list-style-type: none"> • Acquire tools for transmitting basic and complex messages by visual means • Acquire typography tools • Acquire tools for creating an image • Acquire illustration and drawing techniques
--	---



	<ul style="list-style-type: none"> • Develop visual research methods as the basis for creating a visual language • Develop content editing capabilities through a systematic and structured process • Ability to design lesson plans • Ability to stand in front of a class and teach a lesson <p><u>The desired learning outcomes in the Skills area:</u></p> <ul style="list-style-type: none"> • High-level skills in design and editing for print • High-level skills in developing and designing complex branding and advertising systems • Skills in complex typographic design in different mediums • High-level skills in interactive design, designing user experience and user interface • High-level skills in designing for broadcast, art direction and design in motion • High-level skills in print and digital illustration • High-level animation skills across its range of uses • Skills in innovation areas such as computer programming, physical computing, computer games, VR, AR, etc. • Enhance abilities to present projects in the various areas, at the verbal level as well as the curating and presentation levels <p>Estimated time – during the 2019/2020 academic year.</p>
--	---



<p>1.3 Assessment Criteria</p> <p>Define and document consistent assessment criteria and an assessment framework for the program as a whole at each key stage of the student's progression and accompany the numerical grades by written evaluations. (See 5.3)</p>	<p>We accept the committee's recommendations to define a broader and clearer set of criteria for student assessment that will include assessment of the study process and its outcomes, and that all lecturers will apply in assessing the students' achievements in the various stages of their degree studies.</p> <p>Establishing such a model will facilitate assessment of study year cohorts and will enable oversight of changes that take place from one year to the next. Furthermore, it can be assumed that change and improvement of the assessment system will affect the grade range, as noted by the Committee.</p> <p>We are aware of the different assessment methods employed in academia, and have set a goal to examine, learn and implement the methods that provide a solution to the contents that characterize visual communication and design studies.</p> <p>Initially we will have to examine the relationship between the assessment, learning and teaching processes, and then tailor assessment methods to all types of courses in the study curriculum. The assessment method will serve to develop the students' cognitive, meta-cognitive and other skills. Assessment methods will vary - in some courses classic assessment methods (such as exams) will be employed, in some courses we will use alternative assessment methods, and in most courses assessment will involve a continuous discourse between students and lecturers.</p> <p>With respect to the alternative assessment methods, we will develop criteria that will be based on the criteria</p>
--	--



	<p>established to date:</p> <p>Understanding a brief and meeting the brief requirements</p> <p>Visual and content research stages, including collecting material</p> <p>Developing a graphic language</p> <p>Work progress from one lesson to the next</p> <p>Managing timetables in relation to the target date</p> <p>Contributing to class discussion on the various projects</p> <p>Academic-standard execution, implementation and presentation</p> <p>Creativity, originality and innovation</p> <p>Every criterion will be incorporated into the final grade, according to percentages to be determined in advance. Naturally, in assessing a student's achievements the assessment of other students will be included, as well as self-assessment and group assessment. Furthermore, the assessment model will enable changes in the percentages in order to adjust them to the different types of courses that will be classified under pre-defined categories.</p> <p>Moreover, if up to now the department only used quantitative assessment based on numerical grades, then following the Committee's recommendation we will examine the option of backing the numerical grades with a qualitative, verbal evaluation that will clarify the various grade components and support the considerations for the grade. A verbal description of the work process will enable every student to learn</p>
--	--



	<p>about his or her work process for the benefit of future projects, will provide useful tools for self-critique and varied work methods, and will also facilitate the process of documenting the department's projects.</p> <p>Estimated time – during the 2019/2020 academic year.</p>
<p>1.4 Audit and vet syllabuses to ensure that a consistent format is implemented. (See 5.4)</p>	<p>The NB Haifa School of Design recently established an Academic Quality Unit. One of its first tasks is to create a uniform format for all syllabi for all departments. All department lecturers will be required to immediately rewrite the syllabi according to the uniform and agreed format. The syllabi will be submitted to the Academic Quality Unit by June, and will be examined, uploaded to the School's study website and published at the beginning of the coming academic year among all department students.</p> <p>The Visual Communication department's curriculum is currently undergoing an updating and improvement process, and will naturally be written and designed according to the uniform format that will be decided and established.</p> <p>Estimated time –6 months.</p>
<p>1.5 Supporting Student Progression</p> <p>Implement an advising framework that will better guide each student through the evolving curriculum, and will give him/her an informed overview feedback on his/her</p>	<p>We understand the committee's comments and are aware of the fact that the study curriculum in the advanced years, which is characterized by elective courses, requires accompaniment and an advisory system that will support students in making the right decisions for them to ensure they gain the most and the best from the program in completing their BA studies in Visual Communication.</p>



<p>progression (See 7.1)</p>	<p>We feel that the students have a good understanding of the possibilities provided in the academic program and that they realize them optimally and professionally. We appreciate the Committee's opinion and plan to enhance the existing support system and to establish an advisory mechanism that will operate during the academic year, mainly at critical junctures in which students select the mix of courses for the next academic year. Furthermore, the department plans to adopt the committee's suggestion to establish a personal mentoring and professional accompaniment system that will operate throughout the four years of study. This support system will not only offer advisory services, but will also track each student's progress in order to identify problems/difficulties and provide feedback. The mechanism will be based on the study companions and the department's core lecturers, who will report to the department head and will be accompanied by the department's academic advisor and curriculum coordinator.</p> <p>Estimated time – 6 months.</p>
<p>1.6 Diversity</p> <p>Step-up diversity initiatives to include under-represented groups in students, faculty and staff and tailor support for the student experience to the specific needs of all ethnic groups in order to ensure successful completion of the</p>	<p>The issue of diversity of population groups has been discussed in an attempt to assess the state of diversity in the Visual Communication department. One of the under-represented groups is the Arab-speaking population, which makes up a significant share of the residents in Haifa. In contrast to other departments in the NB Haifa School of Design, in which the share of Israeli Arab students has increased over the years, their representation in the Visual Communication</p>



<p>academic program. (See 8)</p>	<p>department remains small.</p> <p>We accept the committee's recommendation and will improve the support mechanism for the Arab-speaking students in the department. We will help both faculty and students to successfully meet academic expectations by designing a unique training and integration program for this population group. This issue will be handled at the college level for all departments in general and for the Visual Communication department in particular.</p> <p>Estimated time – 6 months.</p>
<p>2. Important</p> <p>2.1 Faculty Professional Development Establish clear guidelines on criteria for faculty development, promotion and training; and provide more structured opportunities for professional development. (See 6.4)</p>	<p>The institution recently appointed a human resources coordinator responsible for recruitment, absorption, integration, advancement and training of the NB Haifa School of Design academic faculty. An initial process is already underway to map the entire faculty in terms of its employment and training, as well as its academic advancement. Among other things, clear criteria were prepared (according to CHE guidelines) to categorize the faculty into core and position-based faculty, and also to promote teaching faculty based on accepted academic ranks in higher education institutions.</p> <p>Thus, we fully accept the Committee's recommendations and have already taken vigorous steps to implement the recommendations so that toward the beginning of the next academic year every teaching faculty member will be placed in a clear employment category, and the future teaching faculty will have a system by which to recruit and accept lecturers. There will be structured evaluation programs (using</p>



	<p>feedback), training and continuing education programs, and programs for promoting lecturers at both the college level (general training and preparation days) and the department level (enrichment and professional continuing education programs).</p> <p>Estimated time –begin program within 6 months and complete up to two years.</p>
<p>2.2 National and International Collaboration</p> <p>Expand the range of possibilities for national and international collaboration.</p> <p>(See 9)</p>	<p>We currently operate at the academic School level to develop relationships and collaborations with counterpart institutions in Israel and abroad, with the assistance of foreign embassies as well as the Wizo organization that is found and operates throughout the world. Concomitantly, significant efforts are made at the department level to increase local and international collaborations. As part of the streamlining process pertaining to the organizational structure and to the changes in the current academic year, the institution's external relations unit, which assists in realizing international research and academic relations, will expand its activities and harness the Visual Communication department to partner in international collaborations.</p> <p>Estimated time – one year.</p>
<p>3. Desirable</p> <p>3.1 Research</p> <p>Establish clear guidelines on criteria for research in VC, seek partnerships, and mentor lecturers in this development.</p>	<p>Unfortunately, the topic of research has not yet been fully addressed by the NB Haifa School of Design. We concur with the Committee's recommendation and hope that a future connection with an institution of higher education will set in motion activities on this issue. Irrespectively, toward next year's budget</p>



(See 10)	<p>(2019/2020) the institution has already decided to establish a research committee/unit that will be allocated designated budgets, in order to encourage lecturers to conduct research (beginning with lecturers who are candidates for promotion). A committee was also established to design a Master's degree program, that will aim to add several researchers in the School's various discipline areas. These researchers, that will comprise the senior teaching faculty, will come from academia and have a proven research background, and will drive the current faculty to undertake relevant research.</p> <p>Furthermore, the NB Haifa School of Design is currently establishing another committee:</p> <p>WIMOD - Wizo Innovative Model Of Design, whose aim is to establish a Think Team that will focus on research and development of a model for education processes in design in academic institutions in general, and in the education system in particular.</p> <p>Estimated time – two years.</p>
<p>3.2 Alumni Relations</p> <p>Create institutional channels and actions for developing alumni relations. (See 7.2)</p>	<p>The department maintains close relations with its graduates over the years, and on their part they willingly respond to calls to take part in the department's various activities.</p> <p>However, we are well aware of the fact that a formal structure should be established for the School's relations with its graduates. Accordingly, the School plans to establish a team that will be responsible for maintaining continuous contact with the School's graduates in general and with the department's</p>



	<p>graduates in particular. We plan to establish an ongoing communication system that will include get-togethers, employment fairs and an advisory mechanism for recent graduates. We view the success of our graduates as our success, and believe that following the professional development and success of our graduates can contribute to the development and growth of the NB Haifa School of Design and the Visual Communication department, and to its wide range of activities and programs.</p> <p>Estimated time – one year.</p>
--	---