EVALUATION OF COMMUNICATION PROGRAMS

EMEK YEZRE'EL ACADEMIC COLLEGE

COMMITTEE FOR THE EVALUATION OF COMMUNICATION PROGRAMS IN ISRAEL

July 2022

Section 1:   Background and Procedures

1.1   In the academic year 2021-2022, the Council for Higher Education [CHE] put in place arrangements for the evaluation of study programs in the field of Communication in Israel.

1.2   The Higher Education Institutions [HEIs] participating in the evaluation process were:
- Ariel University
- College of Management
- Emek Yezre'el Academic College
- Hadassah Academic College
- The Hebrew University
- Kinneret Academic College
- Netanya Academic College
- Reichman University
- Sapir Academic College
- Tel Aviv University

1.3   To undertake the evaluation, the Vice-Chair of the CHE appointed an International Quality Assurance Review Committee [EC; 'the evaluation committee'], under the auspices of the CHE's Committee for the Evaluation of Communication in Israel[1], consisting of:
- **Prof. Patricia Moy** – Department of Communication, University of Washington, USA; *Committee Chair*
- **Prof. Andrea Hickerson** – College of Information and Communications, University of South Carolina, USA
- **Prof. María Len-Ríos** – Grady College of Journalism and Mass Communication, University of Georgia, USA
- **Prof. Richard Ling** – School of Communication and Information, Nanyang Technological University, Singapore
- **Prof. Karen Ross** – School of Arts and Cultures, Newcastle University, UK
- **Prof. Gabriel Weimann** – Lauder School of Government, Diplomacy & Strategy, Reichman University, Israel

Ms. Anat Haina served as the Coordinator of the Committee on behalf of the CHE.

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

1.4   The evaluation process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (January 2020). Within this framework the evaluation committee was required to:

- examine the self-evaluation reports submitted by the institutions that provide study programs in Communication;
- conduct on-site visits at those institutions participating in the evaluation process (the visit to Max Stern Academic College of Emek Yezre'el was conducted on 30.03.2022);
- submit to the CHE an individual report on each of the academic units and study programs participating in the evaluation;
- set out the committee's findings and recommendations for each study program; and
- submit to the CHE a general report regarding the evaluated field of study within the Israeli system of higher education, including recommendations for standards in the evaluated field of study.

1.5   The evaluation committee examined only the evidence provided by each participating institution and considered it alongside the distinctive mission set out by each institution in terms of its own aims and objectives. This material was further elaborated and explained in discussions with senior management, faculty members, students, and alumni during the course of each one-day visit to each of the institutions.

1.6   In undertaking this work the evaluation committee considered matters of both quality assurance and quality enhancement. It applied its collective knowledge of developments and good practices in the delivery of higher education in communication (mainly from European countries and from the USA) to the evaluation of such provision in Israel.

1.7   This report deals with the Department of Communication in Max Stern Academic College of Emek Yezre'el. The institution was evaluated by Prof. Andrea Hickerson, Prof. Patricia Moy, and Prof. Karen Ross.

The EC would like to thank the management of the Department of Communication for its self-evaluation report, supportive interactions with the evaluation committee in the course of the evaluation process, and hospitality towards the committee members who visited the institution.

Executive Summary

This assessment is based on a review of the self-evaluation report prepared by the Department of Communication at Emek Yezre'el Academic College, and the site visit conducted 30 March 2022 by the evaluation committee (Prof. Andrea Hickerson and Prof. Patricia Moy on site, and Prof. Karen Ross via Zoom). During that visit, the evaluation committee met with the University leadership, School leadership, senior academic faculty, adjunct faculty, BA students, and alumni. The on-site team members also were given a campus tour.

The Department of Communication is a teaching-oriented unit where senior faculty consider teaching, research, and teamwork as part of their goals. The unit is housed in a building that encourages dialogue and interaction between students and faculty, thereby facilitating activities, a sense of belonging, and pride.

While the Department is cohesive, student enrollment has been declining. The evaluation committee strongly recommends that the Department identify ways to increase outreach to promote its program. The curriculum is described as including a balance of theoretically and practically oriented courses, with adjuncts teaching many of the workshop courses. However, the evaluation committee observed a divide between the senior and adjunct faculty in how they approach the curriculum. They need to work more collaboratively discuss how theory and practice mutually impact their work, particularly given the increasing role of digital content in both theory and practice. Such collaborations have the potential to stimulate creative programming.

In general, faculty need to take a more active role in thinking about the future of the program. This should include identifying and implementing a strategic plan that reinvigorates enrollment, leverages intellectual collaboration, and bolster research, which is currently being conducted with limited resources. The evaluation committee recommends pursuing external funding that would allow for both research assistance and a reduced teaching load.

In line with the College's mission, the Department of Communication strives to serve those communities living on its periphery. This mission is demonstrated by its curriculum, community-facing activities, and opportunities to gain hands-on media-production experience. Given student concerns about what they did or did not learn in these workshops, the evaluation committee recommends reviewing and refreshing course content especially in relation to practical courses, and continuing to support initiatives to increase students' opportunities to work with the media. In addition, given the College's mission and embracing of its multicultural identity, and that 40% of its student body are Arab students, the Department of Communication should make a concerted effort to bolster its own Arab-student population, currently at approximately 10%.

3.1 The Institution

The Emek Yezre'el Academic College was given BA-awarding powers in 1994. It has 14 departments offering 14 BA programs, six of which are double majors, and four MA programs. The College is located in the north of Israel, an area characterized by multicultural and ethnically diverse communities, and was established to serve its local and regional populations. This goal is reflected in the content and ethos of the College's programs, which aim to cultivate practical skills and enhance students' post-graduation employability. According to the President of the College, roughly 40% of its students are from an Arab or other minority backgrounds; these "students represent the mosaic of Israeli society."

3.2 Internal Quality Assurance

According to the self-evaluation report, the College's primary vehicle for quality assurance is the Center for the Advancement of Teaching which is also responsible for promoting the professional development of faculty.

The process of producing the self-evaluation report was initiated by a series of meetings between senior College and departmental faculty. Tasks were allocated and data were requested from a variety of College and Department stakeholders. Drafts of the reports were uploaded to a shared Google drive and faculty were given the opportunity to feed into subsequent iterations until the final documentation was agreed upon.

According to the self-evaluation report, program strengths include diversity of content and the professional and academic status of faculty. The self-evaluation process revealed several weaknesses including the lack of information about alumni, the lack of minority faculty and students, a limited research budget support, and a general decline in student numbers. The self-evaluation report includes a plan of action to respond to the weaknesses. The recommendations reported herein should also support the ambitions of the Department to further develop its strengths.

3.3 Parent Unit

There is no parent unit.

3.4 Study program

The Department teaches a single major BA program in communication, which strives to provide both a theoretical grounding in communication and practical skills. In other words, the program aims to foster critical thinking among students while providing

opportunities to experience different parts of the broader media industry and ultimately bolstering their employability within this sector. The program was restructured in 2018 to comprise two specialization tracks with a more explicitly digital focus. In their second year, students can choose to follow one of the two tracks: Marketing Communication or Content Management, both of which include practical workshops and compulsory internships.

According to the self-evaluation report, the program includes a mix of theory and more practice-oriented courses, with some attention given to digital technologies. However, the range of courses specified in the document and provided syllabi is not quite as oriented toward new and digital media as the language in the self-evaluation report overview suggests. Some courses include guest lectures by both academics and practitioners, which was good to see. The evaluation committee was also pleased to note mandatory research methods courses in the second year, that look at both quantitative and qualitative methodologies.

Some courses have an over-dependence on particular texts and edited collections that are a little outdated. This is particularly the case with some of the foundational theoretical courses. Faculty should review the texts they consider to be essential or required reading, and update where necessary so students are exposed to a range of foundational and contemporary thought on "old" and "new" communication issues. It should also be noted that syllabi of a number of courses mentioned in the 3-year program overview were not provided (pp. 23-29). Since these include many of the practical courses, the evaluation committee was not able to fully comprehend the quality of the program as a whole.

The self-evaluation report suggests that the practical workshops are delivered by media practitioners, but the evaluation committee heard that some were taught by faculty who did not have practical experience. Students reported that some workshop courses focused too much on theory and description, which was at the expense of actually producing deliverables or creating content. The Department should ensure that workshops which aim to develop practical skills actually do provide such skills training.

The Head of Department and faculty reported that the reduction in the number of workshops offered stemmed from a reduction in the size of the student cohort. While such budgetary constraints are entirely understandable, the evaluation committee believes that it is possible to refresh and revise the curriculum within the current budget allocation.

The evaluation committee also heard concerns about duplication of content across the program, although it was not clear how many courses were affected by this issue. Faculty should regularly undertake a detailed analysis of their course content. There should be a refreshing of the current curriculum, both in terms of course content and in the range and balance of theory- vs. practice-based courses.

Currently, second-year students specialize in one of two digitally oriented tracks after their mandatory first year. However, students reported that this aspect of their program does not always provide them with advanced skills, or focus on new technologies or approaches, with which they are not already familiar. Workshop content thus should be reviewed to ensure that it responds to the contemporary digital tech/social media environment in relation to skills development. In addition, faculty who teach the practice-based courses should be sufficiently expert to deliver sophisticated and advanced content.

Program oversight is conducted via monthly meetings of the Teaching Committee on which all faculty sit, as well as regular meetings between the Head of Department and the heads of the two specialist tracks. Workshop content is discussed in regular meetings between the Head of Department, workshop facilitators, and the Coordinator of Applied Studies, a position held by an industry expert. There are also two meetings each year with the students to gain their feedback on the courses. Both senior and adjunct faculty can suggest new courses, with proposals discussed in the Teaching Committee for further consideration. However, some adjunct faculty said they were not as involved as they would like to be in developing the curriculum. Students also reported that despite providing feedback on aspects of the program – discussed below – on a regular basis, very little had changed in terms of course content or teaching delivery. The evaluation committee recommends developing a formal and regular process of feedback and review such as a student-faculty liaison committee. The minutes from these meetings should include action points that are followed up on and reviewed at the next meeting of the student-staff liaison committee.

3.4.1 Training

All students have to undertake an internship during their third year, either inside the College or in an external industry host organization. As a result of the Department's efforts to increase external opportunities, there currently are more host organizations than students wishing to do an internship. The self-evaluation report details specific criteria and conditions under which the internship takes place (e.g., the number of hours worked each week; the assignment of a mentor; the departments in which the student intern will work). Evaluation of the student takes place regularly during the internship period as well at the end. In all, the internship process seems to be well-managed with students engaging in regular self-reflection and the host organization providing an assessment of the student that feeds in the intern's final grade.

Media-related training opportunities include working on ''Tassdir'' (the College's TV magazine), contributing to the 106FM radio station, becoming a team member of The Wall (the Department's online newspaper_, and/or joining the production and management team of ''Shover Massach'' ("Broken Screens"), the largest student-run annual media festival in Israel. Students reported appreciating being able to participate in such activities, especially the media festival (though some expressed

concerns about the budget available to support it). The department should consider providing more funding to support the media festival, not least because it is highly visible to the outside community and has the potential to increase student applications.

3.4.2 Internationalization

According to the self-evaluation report, the College does not have an internationalization strategy. However, a review of faculty CVs indicates they are already collaborating with scholars outside of Israel and have a presence at leading international conferences. Developing such a formal strategy would increase opportunities for collaborative research, bolster teaching and global awareness, ensure diverse content, and encourage diverse faculty.

3.5 Teaching and Learning Outcomes

3.5.1 Teaching

The self-evaluation document details a number of mechanisms by which the College works to bolster quality teaching. Housed in the academic administrative office, the Center for the Advancement of Teaching promotes teaching among faculty members. It does so by: raising awareness of and imparting teaching skills through workshops and individual sessions; developing teaching technologies; and cooperating with teaching centers at other Israeli institutions of higher education.

Besides the Center for the Advancement of Teaching, the College library provides guidance to faculty, adjunct faculty, and staff on the technologies and search engines available. The College's Information Systems unit supplements this guidance with information on how to manage course websites. In addition, peer reviews are conducted for first-year instructors, the first time a course is offered, as part of a promotion process, and instructors "whom students repeatedly complain about" (p. 39). Instructors need to undergo peer review t least once every three years. Student satisfaction surveys are administered for every course. Finally, the Head of Department works with faculty members to identify concerns and provide mentorship and guidance, either personally or by assigning another faculty member to the individual.

3.5.2 Learning outcomes

Most course syllabi supplementing the self-evaluation report included basic information such as background/rationale for the course, its associated learning outcomes (LOs), the course structure and identified weekly topics, and the required readings. However, the evaluation committee assumed these documents are summaries of the courses, and that students are actually given a much more detailed

syllabus so they know what to expect from the courses. Some syllabi do not describe the form of assessment, and none identified how the LOs were calibrated against the assessment scheme. Some lacked a basic course structure or set of readings, so it was difficult to determine the appropriateness and/or diversity of the assessment for different courses and for the program as a whole. Given such variance, all course leaders should use and populate a common template with standard information.

According to the self-evaluation report, assessment tasks are divided between exams (42%), academic papers (32%), and projects (26%), which seems satisfactory. If current assessments for theory-based courses are mostly text-based, perhaps in-class presentations could be integrated in the portfolio of assessment tools. The Department might further consider using a wider range of assessment tasks. While examples of submitted assignments were provided with the self-evaluation report, they were in Hebrew so it was not possible to comment on the quality or appropriateness of the feedback given.

3.6 Students

3.6.1 Admission and graduation

According to the self-evaluation report, undergraduate applicants are admitted into the program through one of three paths: 1) Option A, with a psychometric test score of at least 600; 2) Option B, a psychometric test score of at least 600 plus an average cumulative score of at least 480 on the psychometric test core and the high-school matriculation exam grade; and 3) Option C, a high-school average grade of least 73. Applicants admitted under Option C must take the English-proficiency classification test, and if they attended a high school where Hebrew was not the language of instruction, they must receive a score of at least 120 on the Hebrew proficiency test.

Given the histogram of psychometric scores in the last five years, where a third to more than half of applicants had scores below 480, it appears that most students are being accepted via Option C, with an average matriculation score of 73%. Data from the past three academic years indicate that roughly 90% to 96% of applicants were admitted. The percent admitted on probation ranged between 4.2% and 11.5%.

Particularly troubling is the fact that the Department enrolls fewer students today than in years past. The self-evaluation report (p. 53) notes some of this decline is due to students interested in graphic design and visual communication migrating to the Department of Multidisciplinary Studies. While this would account for some decline in enrollment, it certainly does not account for all. The evaluation committee heard during the site visit of a "drop of 70% in the past ten years." Indeed, when asked where the unit would be in five years, the Head of Department responded with a wish that all things be kept as they are, but that more students be enrolled. The lack of students was cited as a big issue as it limits the possibilities of creating new ideas. Given how

low student enrollment is highly problematic, it is imperative that the Department craft a strategic plan that will effectively grow the unit. This might involve looking in new directions and rethinking course offerings, but the current situation is simply not viable.

3.6.2 Graduate students

The Department only teaches one BA program, although it has aspirations to develop a master's program. However, such plans are not completely feasible in an environment of diminishing BA student enrollment as well as a proliferation of MA programs across the country. Discussions of the master's program did not make clear what the specific focus would be that would differentiate it from other programs.

3.6.3 Student support services

There is a good range of support services available to students, from counseling to support for students with special and additional needs, as well as financial support. There is also a unit supporting Arab students which organizes a variety of programs and projects, including language support, although this was not elaborated upon in the self-evaluation document nor during the site visit. Career advice and guidance is also provided. Students expressed appreciation of the support services provided by both the wider institution, as well as the supportive environment provided in the unit by the Head of Department and faculty more generally.

3.6.4 Alumni

The Department does not have a formal structure for alumni relations. Regardless, it keeps in touch with graduates via informal means, such as a departmental Facebook page, where useful information about job opportunities and invitations to attend the annual media festival are posted. Alumni said they appreciated their experience during college, which had prepared them for the world of work. Some remain in touch with faculty, who had been helpful in providing them access to job opportunities. According to faculty, the unit had tried to develop a more formal alumni association, but a lack of resources held it back. The Department should continue its efforts to develop an alumni network.

3.7 Human Resources

The self-evaluation report offers a clear overview of faculty and staff in the Department of Communication. The faculty expressed supreme collegiality and mutual respect.

The Department currently has no full professors, not even the Head of Department. The procedures for promotion are described well in the self-evaluation report and are

clear to faculty members. They understand they need to increase their research output to be promoted. The evaluation committee understands the pressure this puts on faculty when they have no graduate students for support. Also, while the evaluation committee heard the President say he would like to see faculty publish more single-authored work, faculty collaboration can be seen as a practical outcome of limited research budgets. If faculty pool their money, they can undertake bigger projects and maximize their time conducting research and publishing from that research.

Adjuncts reported being satisfied with their working conditions. They feel free to pitch new courses, although they know the Department is limited in the number of workshops it can afford to offer. The number of electives has decreased as student enrollment has decreased. The Head of Department suggested the number of electives is unlikely to increase as they will not be able to hire anyone else for 5 years, based on current student enrollment projections.

Concerns about budget and resources recurred throughout meetings with faculty and students. In the self-evaluation report, obtaining support for the Department is listed as a duty of the Head of Department. However, the evaluation committee heard that he does not have internal support for planning. The Head of Department should meet with College administrators to understand exactly what outcomes need to be met in order to increase resources coming into the department.

3.8 Diversity

Embracing diversity and inclusion are central to the mission and activities of the College and the Department. The institution draws many students from the north of Israel, an area which is diverse in culture and socioeconomic status. Minorities represented at the College include Arab, Christian, Druze, and Ultra-Orthodox students.

Emek Yezre'el Academic College embraces its multicultural identity and has a curriculum designed to promote inclusion and collaboration. As President Harpaz said, "We have one country, we have to learn to live together." The College also engages in 30 different off-campus community programs to which more than 400 students across the College contribute as volunteers. A pre-college prep program is a strong diversity recruiting tool, as 90% of program graduates choose to matriculate to the institution. The College also feels a strong commitment to serving first-generation students.

Although 40% of the College's population is Arab, the Arab population in the Department is 10%, as listed in the self-evaluation report. We understand this is because the population prefers programs with more clear job placement, such as fields in health and sciences.

If the Department can better articulate its relationship to job placement for all students, as we suggest, this might also help them recruit Arab students. The committee also recommends the Department take an active role in outreach programs.

Finally, the evaluation committee notes that many diversity efforts are centered on students. The evaluation committee recommends putting more effort into faculty diversity as well. Given concerns about the small potential pool of diverse adjunct and senior faculty, inviting diverse guest speakers is a short-term expedient to address diversity in the classroom.

3.9 Research

The faculty are active scholars who delve into communication issues from an array of epistemological, theoretical, and methodological orientations. Situated in multiple subfields — cultural studies, public relations, media psychology, political communication, journalism, new media, to name but a few — the faculty study issues at a local, national, and international level.

The faculty advance their research agenda through sustained collaborations with scholars from within the College, Israel, and abroad. Faculty research also has been presented in professional Israeli and international conferences, and published as books, book chapters, and articles in a host of area-specific journals (e.g., Journalism Practice; Journal of Public Relations Research; International Journal of Sport Communication; Genealogy; Criminal Justice and Behavior; Yad Vashem Studies). Their work has been supported by competitive grants that, in the past three years, total 750,000 NIS and come from the Ministry of Science and Technology and the Israeli Science Foundation. For a unit that does not have a graduate program, securing these grants is impressive and will bolster research that will lead to promotion. Indeed, in its meeting with the College President, the evaluation committee learned of his desire to boost research, citing a 500% increase in research funding since his arrival six years ago.

The Department uses Journal Citation Reports and Scimago to evaluate the quality of refereed publications. In addition, the College considers journal impact factors, authorship order, paper length, and the number of citations for various procedures that include promotion, annual excellence rankings that can lead to a salary increase, and a reduction in teaching hours. It is clear that publishing work in journals that reach a broader audience will raise faculty visibility, attract collaborators, and expedite the path to promotion.

Internal financial support for faculty research, as reported by the Head of Department, is $5,000 USD per faculty per year. These funds also pay for conference travel, which means that in years when international meetings are farther away, faculty have fewer funds from which to draw for direct research activities such as data collection. Faculty

members described this level of support as insufficient and have begun to collaborate on research efforts, pool their resources, and publish together. The evaluation committee learned that faculty can apply for course-load reductions on the basis of research excellence, usually measured by publications and grant capture.

3.10 Infrastructure and Facilities

The Department of Communication is located in the College Building 1 - Communication Center, a very inviting modern building. The evaluation committee heard from one student that she had visited the facility when she was in high school and had attended that year's media festival run by students in the Department, both of which had motivated her to apply to the College.

The Communication Center has classrooms, large-sized faculty offices, computer labs, and hands-on learning spaces. Of particular note are the television and radio studios. Both appear maximized for learning with lots of windows to observe students at work. We found the radio supervisor and the radio classroom both especially impressive. The radio manager was able to articulate how radio skills relate to advertising, online streaming, social media, and visual radio. Despite these superlatives, we did hear complaints about the reliability and age of some of the equipment.

During the tour, the evaluation committee was pleased to see efforts to ensure accessibility, e.g., by having chairs and space for the handicapped in each classroom.

Faculty are highly satisfied with the library. One faculty member said he sometimes had colleagues from other universities reach out to him to send articles they could not access at their own institutions. The library has over half a million books and 170 work spaces on site. Students can remotely access many resources, including SPSS. The library facility is a very lively and robust space where students enjoy gathering in and working collaboratively. As evidence of its centrality and appreciation on campus, after COVID restrictions were rescinded, students quickly returned even though they could access many resources on their laptops.

Section 4:   Conclusions and Recommendations

Befitting a unit within a teaching college, the Department of Communication is very student-centered. The care with which courses and the curriculum are reviewed is evident, as is the esteem in which students hold faculty. While collegiality is high, motivation and morale appeared uneven. Students reported their passion for school declining over time, and one faculty member noted how "it used to be worse here." Given the evolving media landscape and changing technologies, as well as the declining student enrollment (which impacts teaching and other parts of the program), change needs to happen. In particular, the faculty need to take a more

active role in thinking about the future of the program. The Department cannot expect to have its problems solved solely through the availability of new resources (e.g., more faculty, more students, and better equipment). It needs to think creatively about the discipline and what it can offer so that students find the program attractive and grow, and that faculty can continue if not increase their research productivity.

The recommendations below include these more essential "big-picture" moves. They also include important changes related to curriculum planning, teaching, and students, as well as desirable changes that would feed into the unit as a whole.

4.1 Recommendations

Essential

At the most gestalt level, the Department needs to formulate a strategic plan for where it wants to be in the next five to ten years. Faculty need to rethink, plan for the future, and execute that plan. It needs to think creatively about what it can do with current resources, consider what is needed to attract students and build a more robust program, and even entertain a reinvention of the program.

For example, it would behoove the unit if the senior faculty and Head of Department investigated how they can collaborate with other units within the College to increase their credit hours, course offerings, and research. Perhaps interdisciplinary research and teaching collaborations could help the Department lobby for more resources, including joint hires with other units and more research support. For example, students in Communication may gain more practical skills if they could take graphics courses; faculty could conduct intercultural or health communication research in conjunction with colleagues in the School of Nursing.

The Head of Department should schedule regular meetings with College administrators to understand exactly what outcomes should be met to increase resources coming back to the unit.

The Department should develop a more active outreach program to encourage more students from diverse backgrounds and produce a clearer articulation between program content and employability. In the interim, faculty can invite diverse guest speakers to their courses.

Important

In general, the faculty should undertake a systematic and detailed review of their course offerings and course content.

Given the concerns raised by a review of the syllabi, faculty should revisit the texts they consider essential or required reading, and refresh where necessary so students are exposed to a range of foundational and contemporary thought.

Workshop content should be reviewed and refreshed to ensure that it responds to the contemporary digital and social media environment. Also, workshops that aim to develop practical skills should deliver on those goals, as measured by student evaluations and feedback.

The Department needs to ensure that faculty who teach the practice-based courses are sufficiently expert to deliver sophisticated and advanced content.

The Department must also have senior faculty and adjuncts work more collaboratively across their ranks to evaluate the role of digital content in the overall curriculum as well as the synergistic relationship between theoretical and practical courses.

To ensure student voices and concerns are heard, the Department should develop a formal and regular process of feedback and review such as a student-staff liaison committee.

Desirable

Because the media festival is a signature event, the Department should allocate more resources to support it, which could encourage student applications.

To increase its international profile, the Department should develop an internationalization strategy.

Given the robustness of alumni programs, the Department should set up a formal alumni network.

With respect to teaching, faculty might wish to consider using a wider range of assessment tasks.

Signed by:

Prof. Patricia Moy

Committee Chair

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Prof. Andrea Hickerson

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Prof. Karen Ross

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November 2021

Prof. Patricia Moy
Department of Communication
University of Washington
USA

Dear Professor,

The Israeli Council for Higher Education (CHE) strives to ensure the continuing excellence and quality of Israeli higher education through a systematic evaluation process. By engaging upon this mission, the CHE seeks: to enhance and ensure the quality of academic studies, to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel, and to ensure the continued integration of the Israeli system of higher education in the international academic arena.

As part of this important endeavor we reach out to world renowned academicians to help us meet the challenges that confront the Israeli higher education by accepting our invitation to participate in our international evaluation committees. This process establishes a structure for an ongoing consultative process around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial enterprise.

It is with great pleasure that I hereby appoint you to serve as chair of the Council for Higher Education's Committee for the Evaluation of **Communications** departments. In addition to yourself, the composition of the Committee will be as follows: Prof. Mark Deuze, prof. Richard Ling, prof. Karen Ross, prof. Dhavan V. Shah, and prof. Gabriel Weimann.

Details regarding the operation of the committee and its mandate are provided in the enclosed appendix.

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

Sincerely,

Prof. Ido Perlman
Vice Chair,
The Council for Higher Education (CHE)

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Dr. Varda Ben-Shaul, Deputy Director-General for QA, CHE
    Ms. Maria Levinson-Or, Senior Advisor for Evaluation and Quality Enhancement, CHE