



# EVALUATION OF COMMUNICATION PROGRAMS **GENERAL REPORT**

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<sup>1</sup>, 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.

---

<sup>1</sup> 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;
- 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.

## **Section 2: Executive Summary**

Israel is internationally known for its excellence in Communication research. Two of its universities, Hebrew University (#25 worldwide) and Haifa University (#36, not included in this report), are ranked in the esteemed Shanghai's Global Ranking of programs as among the top in the world. We provide this context to highlight the importance of Israel's programs.

Of the institutions the international evaluation team reviewed, we observed great variance in performance across institutions. It is evident that institutions have different missions to serve the workforces in their regions, as well as the nation overall. This report reviews both colleges and universities in different stages of growth and evolution. This is somewhat inevitable as the communication field itself changes

with technologies that alter our cultures and everyday life. Even with the variance in programs, Israeli communication programs are poised to take advantage of an opportunity to strategically develop centers of excellence by intellectual domain or topic.

Communication is relevant to every profession, yet many schools and colleges are seeing a drop in student applications and enrollment. This is a global trend. Indeed, some programs are increasingly adjusting admissions standards to below what is traditionally expected at the BA level. Contributors to this trend include student and parental concerns about the perception of the profession, job pay and security, and a lack of understanding of the many avenues for job opportunities. Programs that appear to enroll more students are those that demonstrate how studies are linked to jobs and those that embrace interdisciplinary training (e.g., partnering communication with politics, business, psychology). Schools that are successful also maintain strong alumni ties. For students and programs to be successful, there needs to be a stronger effort by *institutions overall* to ensure students have a good grasp of the English language – this is a responsibility of the colleges and universities and CHE. In addition, English-language, discipline-specific courses should be highly encouraged to give students greater opportunities. Students and alumni asked for this training at almost every institution the evaluation committee visited.

As the communication profession is constantly reinventing itself, programs should ensure they comprehensively review their curriculum every two to three years and ensure that course objectives are matched to assessments and that theory-based readings are updated.

Several schools are in regions where it is difficult to recruit students, and other institutions take whichever students apply. To maintain the standards of higher education, institutions that are out of compliance with CHE regulations (i.e., accepting more than 10% of their students on probation) should immediately assess their admission standards and reach compliance in the upcoming admissions season.

While some programs had strategic plans related to growing student diversity, we found few institutions that addressed much-needed faculty diversity. There is a need for a diversity of representation in the media and in academe. Furthermore, we recommend that a common definition of “diversity” be developed and applied across institutions.

Programs have varied media production facilities and research labs for their students and faculty. Programs need studio space and multimedia classrooms to produce students for the profession. What is glaringly insufficient at some institutions is a lack of adequate office space for faculty to do research or meet with students. Some faculties rely on large cadres of adjunct instructors, yet they do not have spaces to meet and work with students. This must be remedied.

Israeli faculty are producing outstanding research at the top institutions in the country. Faculty promotion is tied to research productivity, although this was not well outlined for faculty at some institutions. The evaluation committee found that in all levels of institutions visited, Israeli faculty have much higher teaching loads than research faculty in countries competing with Israeli universities in the research rankings. This puts Israeli scholars, particularly at the colleges, at a disadvantage. Furthermore, faculty at colleges, which require research for promotion, are stalled at lower faculty ranks because they are weighed down by administrative and teaching responsibilities. If Israel invests more in its faculty by freeing up their time to produce more scholarship, the institutions could be more competitive internationally.

## **Section 3: Observations**

### **3.1 The Institutions**

Communication as a discipline is taught in Israel across a wide array of institutions of higher education (universities and colleges), and is oriented toward both theory and practice. The units within the ten institutions evaluated by this committee serve different populations: undergraduates, MA, and PhD students with a host of post-graduation goals; as well as those living in the center as well as the periphery.

### **3.2 Internal Quality Assurance**

The processes by which institutions strive for quality assurance vary understandably given their size, infrastructure, and resources. As well, some institutions were more reflective in articulating what the unit had learned during the self-evaluation process. The four institutions that had been previously evaluated differed in how they responded to the previous set of recommendations. Also, in the review committee's eyes, some nonbudgeted institutions operated with greater a sense of leeway than budgeted institutions, which tended to hew more closely to quality-assurance measures.

### **3.3 Study programs**

The Communication programs across the 10 universities and colleges evaluated for this report demonstrate a mix of programs and content foci. Variance notwithstanding, most programs have experienced declining student applications. We understand this trend to stem from young people, and their parents, growing increasingly concerned about securing high-paying jobs and reliable employment as well as the general antipathy politicians have shown toward the media. However, the current glut of disinformation and the need for competent fact-based scientific communication of health issues necessitate investment in communication programs.

Colleges and universities must explain to students, their parents, and their administrators the crucial societal need for highly qualified communicators, who are trained in the profession. Their alumni, who are well positioned in the industry, would make for strong allies in disseminating this message.

Additional challenges to Communication programs include keeping up-to-date with professional standards of practice. This requires refreshing the curriculum and the technological infrastructure students use to learn. By and large, colleges are meeting this challenge. Universities use workshops and conduct research to stay at the forefront of what is new. What needs closer examination is defining the subdiscipline of journalism. While tracks and programs have long been defined along the lines of the technology that is used (e.g., Web, print, television, and radio), many journalists today are required to know enough to work across digital platforms (i.e., video, audio, graphic, visual) and write for the Web as well as for longer-form magazine projects. Thus, academic programs should consider how they can cross-train students with the ability to work across platforms. This is essential as a larger proportion of jobs are freelance or start-ups. Other programs such as film benefit from the studio space, but as we have learned during the COVID era, we can also teach students on smartphones and other adaptive technologies.

We observed that programs not currently offering an MA degree were often keen to add one. As undergraduate degrees have become common and there is a greater need in the workplace to differentiate those more qualified from those less qualified, an MA can be seen as an advantage to students. At least one program we visited marketed its communication degree to teachers as an “added knowledge skill.” Programs that offer MA degrees need to have a stable core of faculty members who have doctoral degrees to lead the students. We observed that several programs who were offering or wanted to offer MA degrees lacked the proper human resources to do so well. For colleges and universities, MA programs are sources of additional revenue, yet they should be invested wisely and there should be sufficient faculty to support their growth.

Only some universities run established doctoral programs. Israel is one of the top-ranked countries for its excellence in communication research on the international stage. Because of this, Israel should continue to invest in these programs to maintain its status as a nation at the forefront of this discipline. Furthermore, if Israeli programs overall want to build international partnerships and be recognized globally, they should provide information on the school or department’s websites in English. Providing faculty profiles and program information solely in Hebrew limits the ability of a global audience from learning about the programs.

### 3.4 Teaching and Learning

Communication academic programs have and should regularly undertake a genuine review and refreshing of their curricula. We observed that this has been happening at many programs, but in other programs, the readings were outdated or did not include diverse voices. These curricular reviews should be conducted at least every two to three years at both the individual course and program levels. The latter should consider how both content and the broader curriculum are shaped, particularly where the aim of the program is to provide both theoretical and practical knowledge.

The review should be of both the academic research provided to students as part of the course materials, as well as the practical skill training offered in workshops. Practical courses or workshops can be assessed by comparing course objectives with industry standards and engaging relevant alumni for formal feedback on course objectives and outcomes.

At the course level, it is critical to ensure that essential and recommended readings are updated so students have access to the latest theory and practice. It is also critical that readings meet the diversity standards, not just in terms of representation, but also in thought. There should be diverse and critical reflections in the course readings, complementing the use of foundational texts. This is especially necessary in relation to theory-based courses, where many of these readings may lack diverse perspectives or input.

There should be a balance of readings in English and Hebrew. The evaluation committees noted that much of the course readings were in Hebrew which could limit students' exposure to the full range of newly published research. Students said they desired not only more communication-related coursework and readings in English, but also more chances to practice their English-language speaking skills so they can be proficient when they graduate. Indeed, to adequately prepare their students for the job market, institutions need to ensure they leave school with the appropriate level of English-language skills.

While many programs include course objectives, it is necessary to make sure learning outcomes are explicit in individual course materials and link them directly to the assessment tasks, for example, including a course matrix which shows which learning outcomes are associated with which assessment tasks.

The evaluation committee observed that some colleges and universities had student union representatives, yet others did not. Those without student representatives should develop a formal mechanism for reporting back to students how their feedback has been discussed and if and where it has been implemented. For example, programs should consider initiating a student-staff liaison committee.

Because large segments of the Communication discipline are oriented toward the media and other professional industries, colleges and universities should provide external internships for those students who would like to avail themselves of such opportunities.

### 3.5 Students

We note most programs in Israel have experienced a reduction in applications and thus admissions, which is a national and indeed global phenomenon. The essential recommendations we make below all relate to ways in which programs can strategize to attract more students.

On the other hand, many programs reported a reduction in the dropout rate which could be accounted for by the smaller-sized courses and personal attention received by students.

Some programs admitted students on probation at a rate far higher than the 10% allowed by the Council for Higher Education. At the same time, we noted a general slight upward trend in the overall achievement scores for final-year students. Whether this is due to an increase in the quality of students, more investment of time in instruction, decreased academic rigor or something else is unknown.

Considerable care seems to be given to supporting students. We observed that support is provided both in terms of departmental support structures, such as open-door policies and academic advisors and counselors, as well as through wider institutional support centers. Support centers focused on particular challenges, such as differently abled students, those whose first language is not Hebrew, and those from Arabic, Ethiopian or Ultra-Orthodox backgrounds. Such support strategies need to be not only continued, but enhanced.

#### 3.5.1 Alumni

We understand that most relations with alumni are informal and contact is maintained between faculty and graduates through social media platforms such as unit Facebook pages, WhatsApp, and via informal professional networks. We heard that some units have considered developing a more formal alumni association or network but were hampered by their inability to resource it with dedicated personnel.

Some alumni continue to work with units either as adjunct faculty, as research assistants, as contributors to student events or open days, by hosting current students as interns, or by providing students access to job opportunities. In general, alumni are an important resource whose contributions include promoting the work of programs and supporting and potentially attracting new students, yet their use is unplanned and ad hoc.



The commitment and support alumni demonstrated for their alma mater was very evident, some having graduated in the early 2010s but still happy to return more than a decade later and to provide (almost always) positive feedback. They thus constitute important ambassadors for both the discipline and their previous units.

### 3.6 Human Resources

Colleges and universities varied in terms of the quality of the faculty, the ratio of faculty to students, the ratio of academic faculty to adjuncts, and teaching loads. Significantly, we note that not all criticisms presented in the 2009 evaluation report have been addressed. For instance, concerns about human resources were addressed in some institutions, but not others. Some recommendations were not applied and, in some cases, the situation is worse now than before. Specifically, some suggestions to change the ratio of academic faculty to adjuncts and the ratio of academic faculty to students have not been implemented.

At some institutions, we heard anxieties about the waning popularity of communication as a discipline. At the same time, there is a growing realization that communication jobs are very competitive to attain, and that combining communication with other disciplines offers students expanded opportunities. Programs with robust enrollment were often interdisciplinary in curriculum and faculty composition. That said, any interdisciplinary hiring must relate clearly to a department's overall vision and strategic planning.

We heard many concerns about the availability of research funds for faculty at colleges and for adjunct faculty with PhDs at universities. These resources are critical for faculty advancement. Faculty are promoted based on their research, but many seem to have limited time and resources to devote to research.

We strongly support the use of adjuncts with recent industry experience to teach the workshop courses. This ensures course content is fresh and aligned with current trends in communication fields, especially in relation to digital technologies and working in multimedia contexts.

In general, because "human resources" encompasses senior faculty, adjunct faculty, and teaching assistants, as well as staff, it is important that units are transparent in their rules, regulations, responsibilities, and expectations.

### 3.7 Diversity

It is clear that both on the management level and the school/departmental level, there is an awareness of the importance of diversity issues, especially in colleges that explicitly engage with students and local communities on Israel's periphery. Most institutions we visited expressed a desire for greater student diversity. However, only some institutions had formal strategic plans, policies, guidelines, or procedures

guiding outreach. Generally, we saw greater diversity in departments that actively recruited and supported students from certain social groups (e.g., students from lower socio-economic strata, Arab students, Ethiopian Jews). Other departments relied exclusively on the college or university's more generic efforts to increase diversity in its overall student body, sometimes with less success. We do acknowledge that diversity is related to location, with some institutions in a harder position to recruit diverse faculty and students due to their geographical circumstances.

Examples of best practices in promoting student diversity included: having a developed strategic plan to support and transition culturally diverse students into graduate studies; offering Arabic students Hebrew-speaking peer tutors to understand communication concepts; providing all students opportunities to interact with students from English-speaking countries to enhance language and cultural understanding; and offering flexible distance learning for students at different life stages or for religious observations. Hiring faculty from minority backgrounds would signal to students that they too can find a home in the communication field, but doing so would require building a pipeline for minority PhDs. Programs to facilitate this should be considered.

Moreover, diversity was largely discussed with regard to students and rarely in relation to faculty and staff. Also, while we observed a strong representation of women among faculty and students, we saw very few women in senior college or university administrative positions.

### 3.8 Research

As noted previously, research is produced at academic institutions in Israel at the highest level internationally. Universities with doctoral programs and colleges with well-staffed and funded programs produced higher quality research than did smaller, understaffed programs with heavy teaching and administrative loads. If research is the path to promotion, then faculty at the latter types of institutions are at a career disadvantage.

Another issue is that research published in English is often seen as being more valuable than that published in Hebrew. While English is the lingua franca for the discipline, this relative weighting disincentivizes building a corpus of research that can be read by students in Hebrew. If the reward system for promotion also included merit for publishing research in national (Hebrew-language) and perhaps multilingual research journals, it would facilitate the building of knowledge for future generations of Israeli students and faculty.

Thematically, scholars research in many different subdisciplines within communication studies. These include topics as diverse as gender and communication, musicology, politics, health communication, journalism studies, sports communication, privacy, and museums.

In many cases, in those institutions with a strong research culture, the faculty were able to balance the various parts of their work and afford research the time that it needed. They often also had lighter teaching loads and the advantage of having graduate students to help with research. In other cases, the barrier to pursuing more research often centered on heavy teaching loads. For the faculty at smaller departments and for those who did not have a full-time position, this was a central issue. In addition to teaching, administrative work can stand in the way of doing research.

Another dimension of communication research in Israel is that some faculty do not have the opportunity for regular collaboration with colleagues. The colleges and universities that offer communication studies are spread throughout the country. In some cases, particularly at the colleges, there are very few scholars at any one particular institution. Further, at institutions with few faculty members, it is not guaranteed that they will share the same research interests. This means that they do not have the benefit of synergistic discussions and interactions that can lead to new research.

To the extent that research is conducted by graduate students or adjunct faculty, often with senior faculty, they would benefit from securing funds that will cover research expenses and travel to academic conferences and partake of the same synergistic discussions and interactions as senior faculty.

### 3.9 Infrastructure

Most programs have strong facilities, including recording studios and classrooms. Nevertheless, some colleges have no offices or very few offices for the faculty. Unless they are otherwise employed by the university as staff members or studio managers, adjuncts “teach and go” with no offices.

We observed that audio and video production and editing studios across the institutions were especially strong. Students highly value the opportunity to take workshops in labs and media-production studios.

Libraries appear to have sufficient resources for faculty and students. Students make good use of collaborative learning spaces even though most library materials are accessible online. Indeed, for some institutions, the physical library has not lost its relevance post-COVID.

In the post-COVID world, teaching will likely rely more on online classes and digital resources. These will play out in the need for adequate infrastructure to facilitate these new forms of learning.

## Section 4: Recommendations

The recommendations presented in this general report as well as all the institution-specific reports reflect a broad swath of concerns evidenced through the self-evaluation reports and the site visits. Below we summarize the most significant essential, important, and desirable recommendations.

### Essential

- *All units need to identify and develop areas of excellence and, in dialogue with other units in Israel, position themselves in the Israeli academic system vis-a-vis one another.* This exercise will allow the units to clarify the uniqueness of their programs to external stakeholders. It also will help identify potential points of complementarity and intellectual collaboration so as to strengthen Israeli communication scholarship.
- *The institutions should provide their faculty with the essential resources they need to perform and succeed in their job.* Providing research funds and time for faculty at research institutions is crucial to enhance not only individual faculty members' productivity, but also institutional reputation as well as the visibility of Israeli scholarship in the international communication-research landscape. Similarly, providing teaching support for faculty at colleges, enhances undergraduates' learning experience and bolsters their employability and potential for success.
- *The institutions must ensure that they are observing the Council's admissions criterion of accepting only 10% of students on probation.* In some cases, institutions are admitting a larger proportion of students who are on probation. This practice must be discontinued immediately.
- *Units must have a strategic plan for engaging in diversity-related faculty and student outreach, recruitment, support, and retention.* This involves creating a unit-wide formal policy on diversity. Specifically, the unit should define diversity, develop goals, and have an assessment plan for meeting those goals. At the national level as well as at the local level, efforts should be made to develop a plan to mentor promising BA students from diverse backgrounds to achieve advanced degrees, thereby creating a pipeline for future diverse faculty.
- *The Council of Higher Education should recognize the value of Hebrew-language publications and efforts in budgeting and assessment.* Communication programs in the country serve Israeli undergraduates who are educated primarily in Hebrew as well as graduate students who study in English and strive to work on the international stage. Recognizing Hebrew- and English-language publications allows faculty to serve all their constituents.

- *The Council for Higher Education must ensure that faculty at colleges have the time and resources to do research, as there is often a difference in the teaching and administrative load when comparing colleges and universities. Faculty at colleges often do not have the time or the resources with which to engage in research, which limits their career development.*

### **Important**

- *The units must ensure the quality of their students' English. Along with mastery of Hebrew, it is important that all students have a working proficiency in English. Indeed, this is a key to success in communication professions. The units must include learning materials published in English, teach some academic courses in English, and provide opportunities where students can converse in English.*
- *Units should make concerted efforts to increase transparency. Faculty and students should be informed of guidelines and expectations that impact their responsibilities. Faculty and graduate students with teaching responsibilities should be informed of available resources and rules and regulations that govern their employment. Such transparency efforts might involve annual appraisals and handbooks that spell out standard operating procedures (e.g., tenure requirements, how new courses are proposed, the process by which adjunct-faculty contracts are renewed).*
- *Units should further enhance their support strategies to bolster students' success. Both undergraduate and graduate students encounter challenges during their study, whether in adjusting to academic life or finding resources to conduct their research or taking on roles as TAs and RAs. Units should remain sensitive to students' needs and consider ways to respond positively to such challenges.*
- *Develop a system by which adjunct and senior faculty meet and discuss curricular offerings and objectives. In a discipline that is oriented toward both theory and practice, it is the responsibility of all stakeholders to understand how the two areas complement each other and how faculty can work together to ensure student learning.*
- *Given the increasing emphasis on workshops and labs in the curriculum, units should draft a policy for computer and equipment purchasing and replacement. This practice facilitates budgetary planning and helps manage faculty/student expectations.*
- *Provide research assistance to adjunct faculty and graduate students. For institutions with graduate programs, research productivity is the strongest sign of intellectual vitality. Institutions should consider allocating resources directly to graduate students and adjunct faculty to cover direct research costs, travel*

to academic conferences, and other expenses that would support their productivity and ultimately enhance the unit's (and institution's) research reputation.

### **Desirable**

- *The units must maintain opportunities for digitally based teaching/learning.* In a post-COVID world, there is a need to maintain digitally based distance learning. In addition, the units should continue to explore digitally based learning materials and formats (e.g., flipped classrooms). They should also ensure the availability of course software both on and off campus. The cost of using this software should not be a barrier to student learning.
- *Resources should be made available to support the development of more formal alumni relations through a network or association.* This should not be a faculty-led responsibility, but a staff person should be hired to manage alumni relations and outreach.

|                       | Management, administration | Self-Evaluation and QA | Study Program, Teaching and Learning | Faculty and Human Resource | Infrastructure | Research | Practical training | Student admission criteria | Diversity |
|-----------------------|----------------------------|------------------------|--------------------------------------|----------------------------|----------------|----------|--------------------|----------------------------|-----------|
| Ariel                 | Yellow                     | Yellow                 | Yellow                               | Green                      | Yellow         | Yellow   | Green              | Red                        | Yellow    |
| College of Management | Yellow                     | Orange                 | Orange <sup>2</sup>                  | Red                        | Green          | Red      | Green              | Yellow                     | Yellow    |
| Emek Yezre'el         | Orange                     | Green                  | Green                                | Yellow                     | Green          | Yellow   | Yellow             | Orange                     | yellow    |
| Hebrew University     | Green                      | Green                  | Yellow <sup>3</sup>                  | Green                      | Yellow         | Green    | Yellow             | Green                      | Green     |
| Hadassah              | Green                      | Green                  | Green                                | Green                      | Green          | Green    | Green              | Green                      | Yellow    |
| Kinneret              | Yellow                     | Green                  | Yellow                               | Orange                     | Red            | Orange   | Yellow             | Red                        | Yellow    |
| Netanya               | Yellow                     | Green                  | Yellow                               | Orange                     | Yellow         | Yellow   | Yellow             | Yellow                     | Green     |
| Reichman              | Green                      | Yellow                 | Green                                | Green                      | Green          | Green    | Green              | Green                      | Orange    |
| Sapir                 | Green                      | Green                  | Green                                | Green                      | Green          | Green    | Green              | Green                      | Green     |
| Tel Aviv University   | Yellow                     | Green                  | Green                                | Yellow                     | Green          | Green    | Yellow             | Green                      | Green     |

<sup>2</sup> Lower rating due to ratio of academic to practical classes.

<sup>3</sup> Lower rating due to dropout rate.

|                                  |  |  |
|----------------------------------|--|--|
| Not acceptable. Not satisfactory |  | Clearly fails to meet the acceptable threshold level of performance. |
| Needs much improvement           |  | Is below acceptable threshold level of performance.                  |
| Room for improvement             |  | Meets the acceptable threshold level of performance.                 |
| Satisfactory                     |  | Clearly meets the expected threshold level of performance.           |



Signed by:

Prof. Patricia Moy

*Committee Chair*

Patricia Moy

Prof. Andrea Hickerson

Andrea E Hickerson

Prof. María Len-Ríos

María Len-Ríos

Prof. Richard Ling

Richard Ling

Prof. Karen Ross

Karen Ross

Prof. Gabriel Weimann

Gabriel Weimann

## Appendix I: Letter of Appointment



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