



EVALUATION OF COMMUNICATION PROGRAMS

KINNERET 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 [‘the evaluation committee’], under the auspices of the CHE’s Committee for the Evaluation of Communication in Israel¹, 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.

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 Kinneret Academic College was conducted on 05.04.2022);
- 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 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 Kinneret Academic College. The institution was evaluated by Prof. María Len-Ríos, Prof. Richard Ling, and Prof. Gabriel Weimann.

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.

Section 2: Executive Summary

This report is based on an examination of the self-evaluation report prepared by the Department, and the site visit carried out on 5 April 2022 by the evaluation committee.

On that visit, the evaluation committee met with the university leadership, the head of the Department, full-time faculty, part-time faculty, students, and alumni. The team also was given a tour of the campus.

The committee found that the faculty and the students were enthusiastic and interested in the future of the program and its mission to serve the students on the periphery of northern Israel. There were several very positive activities that could serve to improve the department, including the development of an updated curriculum, a special course on international dialogue (the WILLIAM course), and the activities of peer mentoring. The team found that there is some academic research production in the department, and a desire to produce more.

At a broad level, the team found that the Department is in the midst of a precarious transition. With the recent addition of a strong leadership team, the Department is currently charting its future direction. In this process, the evaluation committee found that the unit needs to develop a strong focus to identify its niche and eventually explore alliances with other departments in the college (for example, Tourism and Hotel Management) for potential double majors.

It is essential that the Department grow its student body to achieve its ultimate goal of serving 35-40 students enrolled per year. Along with increasing enrollment, the Department must increase the quality level of the students recruited to the program. We also recommend that the Department continue to monitor student progress within the program, to be able to intervene and prevent dropouts where possible.

The sharpened focus of the Department should also be used to develop a strategy for explicitly headhunting core faculty (both younger as well as well-established individuals) that will help to develop the department's identity. These faculty positions should be at the level of associate and full professor. Additionally, to support the professional atmosphere for faculty in the department, faculty members should have spaces to complete their work, for counseling, and for working with students on their projects and coursework.

Section 3: Observations

3.1 The Institution

Kinneret Academic College is located in the region of Galilee and serves the diverse community of Jordan Valley, Golan Heights, Tiberias, Bet She'an, and smaller villages in the area. Founded in 1965, the College has the vision of serving and developing the periphery of the country. The President noted that the College's students are the first in their families to enroll in an institution of higher education. The College has two faculties – the Faculty of Social Sciences and Humanities and the Faculty of

Engineering. These serve roughly 5,000 students, of which 2,200 study in the academic degree programs. The Faculty of Social Sciences includes seven areas: Land of Israel Studies Education and Community, Tourism and Hotel Management, Multidisciplinary Studies, Behavioral Science, Communication, and Human Resources Management. There are five departments in Engineering. The unique contributions of the College are their specialities in water and agricultural engineering. The College is also developing the Kinneret Innovation Center.

3.2 Internal Quality Assurance

According to the self-evaluation report (pp. 9-10), the college does not have any formal system of internal quality assurance. The document states that this function takes place in a collaboration between the deans and department heads, teaching committees, staff, and the faculty. Overall, the college's Academic Council, composed of the college president, deans, department heads and others, has oversight of teaching quality. Quality assurance issues identified through this review will be addressed by the Dean and College President. Items pertaining to College-level issues and administration will be managed by the Academic Secretary. The Teaching Promotion unit and the College Teaching Committee are responsible for acting on recommendations. In terms of identifying weaknesses through the self-evaluation process, discussions with administration highlighted the need of growing student enrollment, the need to attract more qualified students, the need to improve the quality of English at the College overall, and the need to expand the faculty were all identified as issues needing to be addressed.

3.3 Parent Unit

The department is in the Faculty of Social Sciences and Humanities, along with six other departments. The Dean is investing faculty lines and resources into the Department of Communication to revive and strengthen the program. It recruited a new Department Head three years ago to raise the quality of instruction and improve student quality. The Dean supports the strengthening of this program, yet acknowledges there is uncertainty about its future and will depend on its continuing ability to enroll quality students.

3.4 Study program

The Department of Communication at Kinneret Academic College has seen several major transitions/crises recently. The Head of the Department has changed several times, and there have been changes in the academic orientation. The department also had to cope with a decline in the number and the quality of students. With a new head and change in personnel, the study program has been updated. The Department was in the process of updating its curriculum between 2020-22, which also coincided with the addition of a new faculty member in 2022 (Dr. Haim Hagay). It currently offers a

three-year BA degree in two academic tracks: (1) Multi-Channel Marketing, and (2) Television and Film.

All tracks take the same mandatory courses in the first year of the program, which is a combination of academic theoretical work, professional workshops, and methodological courses. In particular, a new Introduction to Communication course (A & B) was implemented, integrating material from three different previous courses, in order to streamline academic content. Every fall semester students in both tracks take a course titled "Meet the Media," which entails weekly meetings with media professionals and is led by a senior faculty member. Students also take professional workshops all three years. In the second year, the curriculum is designed for students to take common core courses in ethics, political communication, etc., as well as to start taking courses in their chosen academic tracks. In the third year of study, students continue their core academic seminar courses; they also create their capstone projects and take two electives.

The curriculum is new, but provides a good balance of theory, professional coursework and research (academic writing and statistics). During the evaluation committee's visit, the Head of the Department noted the curriculum changes offer students more depth in courses and eliminate repetitive content. Also, several workshops were added to the first-year courses.

According to the senior faculty, a majority of reading is in Hebrew. In a few courses, such as Sports & Media, readings are partially in Hebrew and partially in English.

Currently, there are three core academic staff, one of which is only half-time. According to the self-evaluation report, there are also about 20 adjunct faculty who help teach in the program. The program is small and there are efforts to increase the number of students while raising academic rigor. This challenge was highlighted in the self-evaluation report as well as during the on-site visit.

Students, both those studying the new curriculum and those studying the older curriculum, did not seem cognizant of the changes in the curriculum, although first-year students (who started their studies after the curriculum change) noted they learned more relevant and practical skills than did the other students. The Head of the Department also said that the academic level of the coursework has been raised, reflecting adjunct faculty's perception that the curriculum "has become more relevant" and "more professional."

Overall, students were happy with their coursework and said they found it interesting and relevant to their fieldwork and future career plans. They appreciated the small class sizes and the ability to interact with their cohort and course instructors. They wanted more practical courses and wanted to ensure they were continually updated with the newest technology. The students also noted they appreciated the college's

excellence program that was reserved for the more advanced students and included a tour abroad.

3.4.1 Training

The Department requires students to participate in 100 hours of non-paid fieldwork to earn their degree, which happens at the end of the second year or during the third year of study. The purpose of the fieldwork is to apply their conceptual knowledge to learning the hands-on practical skills that align with their chosen academic track. While the Department helps students and publicizes opportunities, ultimately it is the student's responsibility to find and secure their fieldwork sites. The fieldwork professional site mentor must consent to follow the Department's requirements for mentoring students before any fieldwork begins. The Head of the Department of Communication serves as the academic supervisor and the experienced professional, who has signed the mentor consent agreement, serves as the on-site supervisor. Students have worked in, for instance, marketing and public relations firms, news websites, radio stations, and weekly newspapers. Both alumni and students said that they learned from their training experiences. Some alumni said that they recruit current students to join the public relations and news agencies where they work.

3.4.2 Internationalization

The primary means by which the Department internationalizes the opportunities within the College are through classroom programs and faculty research collaborations. Further, students must take English-language coursework. The Department also offers a course that is part of the WILLIAM Capacity Building Program, with students from Romania. Supported by Erasmus+, the WILLIAM program allows students in the two locations to develop common projects and eventually to visit one another's campus.

Faculty belong to international disciplinary professional organizations, such as the International Communication Association (ICA), and exchange their research ideas with other international scholars at the annual conferences.

During the evaluation committee's visit, students said that the English-language coursework was not sufficient. They wanted to have more communication content courses in English so they could familiarize themselves with key terminology from the discipline. The students who had participated in the WILLIAM course, which uses English-language proficiency as a criterion for admittance, said that the course was an extremely valuable experience for career preparation and fine-tuning their English skills. Further, they enjoyed interacting with students from other countries. Students said they would like more exchange programs, and some even said it would be ideal if the college would provide student-exchange courses in English-speaking countries.

3.5 Teaching and Learning outcomes

3.5.1 Teaching

The Head of the Department of Communication also leads the College's Teaching and Learning Center. Thus, the Department is keenly informed of the opportunities and activities available for teaching development. The Center offers numerous workshops to faculty across the college in all manner of teaching. It hosts annual conferences and mid-year conferences on topics, such as "Writing Exams for Moodle," and working with Padlet.

The self-evaluation report indicated that the Dean provides commendations for instructors who receive course evaluation ratings of above 4.9 of 5 on end-of-course student evaluations. The Head of the Department meets with instructors who receive below a 3.9/5 course rating to focus on ways to improve their teaching of the course.

A challenge noted by all faculty was the fact that students enrolled in the program are heterogeneous in their Hebrew-language ability, ages, and preparation for academic college studies. This makes teaching a challenge. Nevertheless, they saw it as part of the effort to provide education in this more peripheral region of the country.

3.5.2 Learning outcomes

With the introduction of the curriculum, the department revised its learning outcomes for the overall degree. The syllabi offered learning outcomes for individual courses. The program's learning outcomes match those of most international communication programs. Written assignments constitute a majority of the student's evaluated work and final projects, with only 20% accounted for by examination. According to the self-evaluation report, exams that rely on quantitative results are assessed automatically by a grading software, and papers and assignments are graded by the instructor or a TA.

The evaluation committee was told that the Head of the Department was making an effort to raise the grading standards, while also raising the performance of the students. In the past students had not been asked to perform to college standards. Because of this, the Department had to revise the types of assignments that students did to ensure that they could perform at the level expected of graduates. Both the President and the Dean noted one reason that they had recruited a new Head of Department was that they were not satisfied with the academic standards of the program. The faculty noted, for example, that they now assign papers that were not required in the past to ensure that students can express their ideas in writing.

In looking at the grade distributions, there has been a decline in the grades earned by students over the last three years. According to the self-evaluation, during the years 2018 to 2020, a majority of students receive grades in the 71-80 range, whereas

previously they were in the 81-89 range. The evaluation committee also sees that the number of students who receive low marks is somewhat reduced.

3.6 Students

3.6.1 Admission and graduation

The number of students in the Communication BA program is growing, but it remains below the target of 40 students per year. Per the self-evaluation report, the number of students in the entire program in 2018-19 was 50 and in 2020-21 it was 62. The evaluation committee was told that in 2021-22, 28 students were admitted for the year, and that 20 is the bare minimum needed to keep the program going. Thus, the Department's target of achieving 40 students admitted to keep the program sustainable at a healthy level has not yet been achieved. A closer look at the graduation rate shows that in 2014-15, 32 students started the program, and 13 students dropped out. This 40% dropout rate is extremely high. The most recent data in the self-evaluation report show that in 2017-18, of the 27 who started the program, 10 did not graduate. This is a dropout rate of 37%.

The evaluation committee asked students what they thought about the dropout rate. Students responded that some Arab students who were not comfortable in their use of Hebrew dropped out when it came to the first exams. This was because the stress of studying for the exams and potentially failing became too much. It is clear that these issues would come to a head when the students needed to show that they had (or had not) mastered the material. Other students cited family pressures and personal issues as factors contributing to dropout. Dropout rates are a critical issue that the Department needs to examine and determine how it can recruit higher-quality students while providing the appropriate "wrap-around" services (e.g., providing students with a comprehensive package of tutoring, counseling, and financial-aid services) to help students stay in the program and succeed. This may also require an investment in strongly improving Hebrew-language programs for Arabic speakers, as well as improving the English-language offerings overall.

An examination of the admissions criteria shows that they are low. This is an issue that must be addressed. Several students told the evaluation committee that the admissions criteria were one of the reasons they chose the program. There are several different criteria students can meet for admission. One is that they earn a matriculation average of 85, with a 4-unit level of English. Conditional admission requires that students earn 75 in their first year. While the program can set its admissions criteria, it is essential that the Department asks whether it is admitting students who can and will be successful. This is doubly important to consider as the Department lacks sufficient students and needs to grow its admissions.

3.6.2 Graduate students

Kinneret Academic College's Department of Communication currently does not offer graduate programs.

3.6.3 Student support services

According to the self-evaluation report, student services include the library, computer services, and more direct student services. The report notes students are given guidance counseling as they matriculate; students with special needs receive additional support. Furthermore, students who have Hebrew as a second language receive classes and special support. There is also mentoring for students who need help in adjusting to their studies (e.g., navigating emotional needs, academic challenges, and administrative issues). The mentoring also includes a peer-mentoring program (Jewish students to tutor Arab students) that is described below.

The self-evaluation report notes a job placement office on campus, which the evaluation committee did not visit.

3.6.4 Alumni

The evaluation committee met with a group of alumni who had completed their studies over the past two to ten years. The experience of these alumni likely differs from that of the current students, especially given the recent change in the direction of the department. The alumni were generally positive toward the program. When asked why they decided to come to Kinneret, they noted the ease of being accepted into the program. Several of the alumni heard from friends that it was a good place to study. Finally, some alumni said that they chose Kinneret because it was nearby. In the case of women who have children, access to a local college is perhaps more important since it facilitates everyday logistics.

According to the self-evaluation report, the Department and the College have been able to assist students in getting jobs. Several of the alumni confirmed this during the visit.

According to the self-evaluation report, the College does not have a formal alumni organization. The report notes, however, that the Department maintains informal contact with students. There is also a table showing the career path of some of the recent graduates, and some of the graduates have gone on to study for an MA degree.

Some of the alumni liked the theory classes, but they also felt that there was a need to give students the tools with which to enter the workforce. On the theme of preparing students for careers, the group of alumni was almost uniformly weak in their use of English. While they were exposed to English while studying (some were in the

WILLIAM course that is only in English), this had not translated into their feeling comfortable using spoken English.

3.7 Human Resources

The Department underwent major crises in recent years, with frequent changes to the head of the unit, changes in academic orientation, and a decline in the number of students and quality of students. In 2019, a new Head of Department (Dr. Idit Manosevitch) was appointed and decided, as she told us, that “there has to be a change.” She echoed the college’s President who told the evaluation committee that they were considering closing down the Department. Changes are certainly required. This should include drastic increases in human resources. Today, the faculty is composed of only 3 academic core faculty members (2.5 positions). Aside from the Head of the Department, there are two younger faculty who were adjuncts and have recently been promoted to the rank of lecturer.

An academic faculty of 2.5 positions with no professors and only one established senior faculty member is not adequate for running the full curriculum of a department. Promoting two young and promising members of the adjunct faculty is a small move in the right direction, but the ambitions of the department should also include hiring well-established senior faculty. These hires need to be aligned with a clear focus on the development of the department.

The two core faculty members indicated they know well what is expected of them in terms of research and publications. They are being mentored from the Teaching and Learning Center and enjoy some financial research support.

Among the adjunct faculty, only some had a PhD. Further, all of them were employed for teaching but not research. They indicated they have low job security, being paid only 9 months a year on one-year contracts. Because of the general instability of the department, they felt insecure about their jobs. Further, there is a lack of space for the faculty which means they do not have a space where they can effectively do their work and meet with students. This also plays into faculty retention for both senior and adjunct faculty.

As will be noted below, there is an immediate need to broaden the faculty and to recruit core academic faculty that includes well-established senior faculty.

3.8 Diversity

The college is located in northern Israel, in the Jordan Valley and is considered a periphery college. It attracts students mostly from the area (namely from kibbutzim nearby, the Arab population, and small cities like Tiberias and Bet She'an).

Arab students are very over-represented in the Department of Communication, indeed, 80% are Israeli Arabs. This is not necessarily the result of any outreach policy, but rather the result of the Department's low threshold for acceptance. The evaluation committee heard from several Arab students and alumni that a major motivation to come to this college and this department was that they could not be admitted in other academic institutions.

The Arab students are challenged in their studies by numerous difficulties. These include language issues (both in Hebrew and English) and their low preparatory level of education. That said, according to the Arab students, the Department is very open to their needs. For example, the Arab-Jewish joint studies, peer mentoring, and group assignments are very important. As students told the evaluation committee, there is a gradual "closing [of] the gap" from year to year between Jewish and Arab students.

As noted above in the discussion with the alumni, the geographical location of the school is also important. The students from the area said that without this opportunity to study in a local college, they would not be able to get an academic education.

Both Arab and Jewish students alike praised the peer-mentoring program that paid Jewish students to tutor Arab students who needed course help with Hebrew. Both sets of students saw this as a win-win. In addition, they said that their interactions helped them learn from and respect one another.

At the level of faculty, there is also the need to enhance its diversity. In the evaluation committee's discussion with senior faculty, there was the desire to recruit faculty from the Arab community. Indeed, this could serve as a beacon to Arab students and help in the recruitment and retention of students from this community.

3.9 Research

The Department of Communication is in the process of developing its research agenda. According to the self-evaluation report, the courses are being aligned in the direction of research on digital media. The committee noted that the college leadership has enhanced research as a part of their vision for the Department. The self-evaluation report also mentions the areas of political communication, public deliberation, and sports communication as eventual areas of focus. As noted above, the faculty is quite small and they have a heavy teaching load with only limited time for research and the pursuit of grants. This plays through to limited publications.

According to the self-evaluation report, Kinneret Academic College has a College Research Authority, described as a unit that can help to facilitate the development of research projects. In some cases, the full-time faculty noted that the college is supportive of research by providing seed money, writing and editing support, etc. However, it is difficult for the faculty to balance their teaching and research loads, and they were not able to fully exploit the possibilities afforded by the Research Authority.

That said, the adjunct faculty noted that they did not feel as though there was adequate research support. Indeed, as noted above, they had the sense that they were not hired in order to do research.

According to the self-evaluation report, faculty are engaged in national and international research projects (p. 14) and are in the process of forging research connections both within Israel and internationally. A review of the faculty's CVs in the dossier suggests that there are publication activities. However, the fact that there is only one well-established senior faculty member means that the number of publications and citations is limited. The addition of several junior faculty members who have their own research agenda and trajectory suggests that the number of papers and the number of citations will increase if they are able to do research.

The evaluation committee learned during its visit that the College may make a transition into being a university (in collaboration with other local colleges). An effect of this would be to lighten the teaching load on the faculty. At this point, the future of this initiative is unclear.

3.10 Infrastructure and Facilities

The evaluation committee was taken on a tour of the facilities including the library, studios, classes, Innovation Center, and offices. As noted above, the faculty have no offices and no working space. Only the Head of the Department has an office. This is certainly not acceptable: The faculty need a space for working and meeting with their students. There is an urgent need to accommodate the faculty with offices or working spaces.

The evaluation committee also visited the newly built, impressive Innovation Center of the college. This is a very positive initiative, yet there was no connection to or joint projects with the Department of Communication. The College is encouraged to broaden its vision on this point since the Department of Communication is an ideal place to find new technologies and new communication platforms on one hand, and to provide the center with assistance in public relations, advertising, and marketing itself, on the other hand.

The library is a modern 2,600 m² building containing 400,000 titles. The evaluation committee also visited the TV and radio studios that appear to be adequate, but perhaps somewhat dated. Access to these studios is given to students only for courses, unless they made appointments to meet with the equipment and studio manager. There was no option for external groups, such as alumni, to use the facilities. Also, a mobile radio studio in a trailer allows students to go out into the surrounding communities and to conduct broadcasts from the field.

The facilities are located across the campus in various buildings. The President of the College told the evaluation committee of plans to build a new building. The committee

recommends that should this happen, the Department will get its space, offices for the faculty, and centralized space for the departmental facilities in this structure.

Section 4: Conclusions and Recommendations

The committee saw that the faculty are enthusiastic and oriented toward lifting the department's academic profile. Similarly, students are positive about what they have learned in the program, and appreciate the chance to stay in the area and study close to their communities. They mentioned the WILLIAM course and the opportunity to engage in peer-language tutoring as positive aspects of their programs. The latter point often meant that Arab and Jewish students came together in a practical and mutually beneficial learning.

Regarding the challenges faced by the department, the transition of unit heads has raised many issues that need to be resolved. The evaluation committee got the impression that the Department, the School, and the College are aware of this and that they see the task at hand.

From the perspective of the evaluation committee, the Department needs to cultivate an academic niche or area of specialization. This needs to be a unique focus and serves as the unit's central selling point. The notion of Digital Media, which is currently considered the unit's focus, is not specific enough. It may be that the Department needs to consider allying itself with another department in the College for a double major; the Department of Tourism and Hotel Management may be a good match. Given this refined focus, the new faculty hires need to be aligned with this direction. This likely includes explicit headhunting. Once on board (and for the existing faculty), there needs to be offices. It may be that some form of hot-desking may be used, but the faculty need to have a physical anchoring point on campus.

The Department needs to recruit more and better students. It also needs to reduce the dropout rate for those students who decide to come to Kinneret Academic College. Finally, the level of English competence among the students needs to be improved. Students mentioned that the College's English-language courses did not prepare them for the level of proficiency they think they need to succeed. This is a practical skill that they can eventually use in their working lives, and at present it is low.

4.1 Recommendations

Essential

The Department needs to develop its long-term vision. This includes its focus and its position vis-a-vis collaboration with other departments.

The Department needs to broaden its faculty, including its diversity. It needs to recruit core academic faculty, and in particular, established senior faculty that align with the unit's focus. These should be in the positions of associate and full professor.

The Department must invest in recruiting higher-quality students and reduce the high rate of dropouts.

The Department needs to have a designated space that includes offices for the faculty, and a centralized location for the departmental facilities.

The evaluation committee recommends that the Council for Higher Education re-visit the department after 2 to 3 years to check on its viability as a program.

If a new building is built, the Department of Communication should be given space.

Important

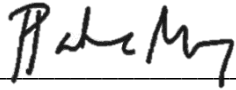
The Department needs to continue its support of Arab students (e.g., the peer-mentoring program). They need to cultivate students from this population in their pathway to careers and advanced degrees.

The Department should consider implementing more classes such as the WILLIAM course since it exposes the students to English and it internationalizes students.

Signed by:

Prof. Patricia Moy

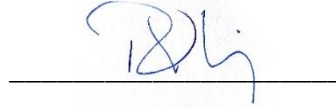
Committee Chair



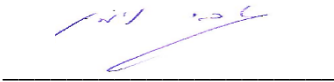
Prof. María Len-Ríos



Prof. Richard Ling



Prof. 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