COUNCIL FOR HIGHER EDUCATION

EVALUATION OF COMMUNICATION PROGRAMS

SAPIR 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 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 Sapir Academic College was conducted on 03.04.2022);
- 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 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 at Sapir Academic College. 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 Sapir Academic College, and the site visit conducted 3 April 2022 by the evaluation committee (Prof. Andrea Hickerson and Prof. Patricia Moy on site, and Prof. Karen Ross via Zoom). During that visit, the team met with the University leadership, Department 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 at Sapir Academic College is one of the institution's first departments and is considered one of its areas of excellence. The Department offers one BA program with three specializations that advance the unit's mission to equip graduates with both critical and practical skills. In addition, an MA program was launched in autumn 2021.

The evaluation committee commends the Department for its great integration of theory and practice, its internship opportunities, its faculty's ability to keep abreast of industry trends, and the teaching of journalism with a moral and ethical lens. It also commends the Department and College for serving students on Israel's southern periphery and outreach to Bedouin students in particular. The Department's production facilities are impressive, but the costs of running hands-on workshop courses with low course-enrollment caps might prove problematic. The committee's review resulted in recommendations relating to course content, students' access to software, and formal student feedback mechanisms in addition to the routine course evaluations.

In line with the unit's curriculum, faculty conduct research that speaks to Sapir's mission. However, because many faculty research activities are oriented toward Israeli audiences, the evaluation committee strongly recommends that Hebrew-language research efforts be valued more in terms of faculty assessment.

Observations

3.1 The Institution

Sapir Academic College was established in 1963, and is located in the Northern Negev. It was given degree-awarding powers by the Council for Higher Education in 2015, initially offering five degree programs (four BA programs and one MA program). It currently offers 19 degrees and two one-year extension programs, and enrolls approximately 4,300 students. The College aspires to create a challenging learning atmosphere which nurtures excellence through developing leadership and responsibility amongst students, and engagement with the local community.

3.2 Internal Quality Assurance

According to the self-evaluation report, teaching at Sapir Academic College is overseen and systematically evaluated by departmental study committees, the College's Study Committee, and the Teaching Quality Unit for the Promotion of Teaching and Studying. The self-evaluation report did not specify each body's purview but did say they assess teaching via feedback questionnaires, peer review, evaluation of department chairs, and ongoing review of syllabi. In a similar fashion, assessment of faculty research is evaluated through annual conversations between the faculty member and unit head as well as reviews by the Committee for Research, Creativity and Development of Teaching and the Committee for Academic Excellence.

The self-evaluation report was coordinated by the Chair of the Department and a senior faculty member with support from a graduate student. Data were collected from colleagues across the Department, including heads of tracks and course leaders. Key faculty were responsible for editing and revising drafts, and the final document was made available to all members of the Department.

Several weaknesses were identified during the self-evaluation process including a lack of formal supervision for faculty, little information about graduates, and a decentralized administrative structure. Such structure allows for a lot of departmental autonomy, but is sometimes at the expense of a more integrated approach. While the Department intends to develop a mechanism for keeping in touch with its graduates (a weakness identified in the previous evaluation report), there was no indication in the current self-evaluation report as to how the other identified weaknesses would be addressed.

3.3 Parent Unit

There is no parent unit.

3.4 Study program

The Department of Communication offers one undergraduate program. The first year includes only required courses, and students move into a specialized track for their second and third years. Students choose from among three professional tracks, each with its own head: Marketing Communications and Digital Media; Radio and Digital Broadcasting; and Journalism. In addition to its BA program, the Department launched an MA program in autumn 2021 and recruited 12 students in its inaugural cohort. The Department expects that student recruitment to the MA program will rise as staff devote more time to marketing it.

While the BA program has long been theoretically oriented, its practicum-oriented component has been an important part of the curriculum since 2018. Accounting for one-third of the credits (40/120), this emphasis on practice acknowledges the

importance of graduates having both technical and academic skills to enhance their employability in a range of media industries. During the site visit, students expressed appreciation for this combined approach, and shared several examples of how they have applied theory to practice. Since many senior and adjunct faculty have industry backgrounds and still work in different parts of the media, they tap into this insider knowledge as they review the curriculum. Thus, personnel experience ensures that content is regularly refreshed and remains relevant, especially in relation to the tools and skills that graduates require in order to bolster their marketability.

The curriculum offers a good balance of theory- and practice-based courses. Students expressed broad satisfaction with the range of courses available and appreciated the critical skills they were learning. In addition, alumni noted critical thinking and analysis were important skills to bring into their working lives.

In a review of Table 4 of the self-evaluation report, the first year appears to comprise general foundational courses in communication, courses on rhetoric or visual communication that relate to the specific academic tracks, and a range of practical courses. Overall, the year's courses seem oriented toward traditional and legacy media, with one course on digital media. The Department should review the broad content of mandatory courses, especially in the first year and consider developing one or two new courses on digital and alternative media. This will allow all students to have a basic grounding in newer forms of media. In addition, the Department should consider developing a course on data and/or multimedia journalism, which has become an increasingly important skill for individuals wanting to work in journalism.

The mandatory second-year curriculum includes courses on social networks and online creativity as well as web development and design, which deal with increasingly critical skills required for those working in the media industry. Students in their second year also engage in courses tied to identity and intersectional issues. Courses focusing on radio are prominent across the program and the Radio and Digital Broadcasting acknowledges the growing importance of podcasting as a communication medium. Both quantitative and qualitative research methods are taught in the second year, which was good to see.

Overall, academic planning is overseen by the Head of the Department, who works alongside and consults with the Study Committee and Academic Board. Curriculum review occurs annually, and involves faculty members reviewing course content and providing feedback to their colleagues. Curricular improvements also happen on a more ad-hoc basis through student feedback, especially in relation to duplicated content.

3.4.1 Training

Students who have completed the second year of their track in Marketing Communications and Digital Media are given the opportunity to participate in SPICE (Sapir's Practice in Communication Experience) which comprises a summer internship in one of a number of PR, marketing, or digital organizations. SPICE is supported by academic mentoring and lectures given by practitioners. While the internships are voluntary and do not earn credit, they are critical in providing students with industry experience. Potential interns must have achieved a certain GPA in the professional workshops and academic courses, submit an essay describing why they want the internship and be interviewed, after which the interns are selected.

Third-year students can also participate in the project "The Next Thing," which is geared toward enhancing employability. After a self-nomination and interview process, students in this project are given experience in communications organizations and attend a year-long course that focuses on cultivating professional-development skills (e.g., crafting resumes, learning to interview). Both SPICE and "The Next Thing" were considerably appreciated by students who recognized the importance of working in real-life media environments. Several mentioned the importance of a portfolio of created content when applying for industry jobs.

Students taking the Journalism track contribute to Spirala, the Department's news website, and work in all roles including as editors, writers and photographers. Students taking the Radio and Digital Broadcasting track upload content and broadcast live from the educational radio station, Kol Hanegev, which provides a daily national broadcast service. They also have the opportunity to work (as apprentices) at the station for two hours a week for two years. Thus many opportunities exist for students to gain practical experience from different media industries prior to graduation.

The College has an explicit, institution-wide commitment to serving its "peripheral" community, especially the large local Bedouin community, and the Department's commitment to this principle is manifest in a wide range of community-facing initiatives which include working with local schools and in community centers. More details are provided below in the section on diversity.

3.4.2 Internationalization

The Department is involved in several of the college-wide internationalization activities including Erasmus+ exchanges with German universities. While these in-person programs shifted to become online collaborations during COVID, they resumed in the current academic year, with several visits planned to Mexico, Romania, and Germany.

3.5 Teaching and Learning outcomes

The evaluation committee heard from students and faculty of the common moral and ethical thread that winds through all aspects of teaching and learning. In other words, the College's proximity to the Gaza Strip and the continual nature of conflict in Israel require that any teaching of issues of communication, journalism, and media in general focus on all sides of the conflict and be sensitive to how individuals might be impacted by an issue. This thread is pedagogically expressed through a teaching style that privileges critical inquiry and balance in representation and practice. It also is expressed through outreach activities, which is a function of both the politically sensitive geographical location of the College as well as the ethos of the College and faculty more broadly.

3.5.1 Teaching

According to the self-evaluation report, the College's Teaching Quality Unit (TQU) oversees the training of academic faculty. This training occurs at the individual level as well as the departmental and institutional levels.

At the individual level, the TQU head and other support staff meet with lecturers based on requests from department chairs, heads of academic tracks, or the lecturers themselves. These meetings also might arise from student feedback surveys or teaching evaluation surveys. In these meetings, the TQU crafts tailored programs to meet the instructor's needs.

At the department level, the TQU meets yearly with department heads to assess the unit's needs and to create unit-specific training programs. These programs can come in the form of workshops, lectures, and departmental seminar days.

At the institutional level, the TQU hosts a number of annual training programs that are broader and are relevant to all units. These programs include a day-long orientation seminar for new faculty in which they become acquainted with various college authorities, and undergo orientation and training). Other training programs include weekly sessions on how to use different software. TQU workshops also have focused on improving public speaking and managing conflict.

Student feedback on courses is provided via an online survey on Moodle, delivered two weeks before the end of each semester. Course leaders are also encouraged to request student feedback at the mid-term point, which is good practice.

While the self-evaluation report package included a number of annotated exams/manuscripts, these were all in Hebrew so the evaluation committee was unable to determine the quality of feedback on assessments.

3.5.2 Learning outcomes

The learning outcomes (LOs) identified in the self-evaluation report (Table 8) are not actually LOs. Rather, they describe the broad aspirations and requirements for each of the program's tracks. The faculty and Head of Department should redraft the program LOs so that students are clear about the aims and objectives of the program.

The course syllabi provided lack sufficient description to be evaluated in terms of quality or appropriateness of content. They focused on attendance requirements and the relative weight of each assignment, where the latter tends toward a mid-term and final assignment in the theory-based courses. The more practice-based courses tended to have shorter and more frequent assignment tasks which reduces the burden on students to complete mid-term and final tasks. The practical assignments also test other kinds of knowledge, for example, producing short films, radio shows, and other broadcast content.

Some of the syllabi provided were still in draft with annotations remaining. It is likely that more expansive and detailed course content is provided to students via Moodle or another learning management system elsewhere. None of the provided syllabi included LOs, but it can be assumed that these are included in the full course descriptions provided to students.

3.6 Students

3.6.1 Admission and graduation

As clearly described in the self-evaluation report, the admissions process can occasionally include an exam and interview. There are specific mitigations for applicants from under-represented backgrounds (mostly those from Arabic backgrounds), including the provision of probationary status (a figure that exceeds the 10% limit per CHE regulations), and providing pre-admission support to enhance students' likelihood of success. Specifically, applicants who do not meet the entrance requirements can avail themselves of a preparatory program that focuses on English- and Hebrew-language training as well as academic skills. The number of students who applied and were then admitted almost doubled in 2020-21, presumably due to COVID-related easing of admission requirements. Regardless, the evaluation committee understands that the admission criteria were reinstated for 2021-22 entry.

3.6.2 Graduate students

An MA program was launched in autumn 2021, and as such, has not yielded any data that would allow for assessment of programmatic or student success.

3.6.3 Student support services

One staff member is designated as the academic advisor for all students, responsible for responding to issues raised both formally and informally. This seems a very heavy responsibility for one person working with a large number of students and liaising with a number of different role-holders, and the Department should consider taking a team approach.

The College has a unit to support differently-abled students. Financial support in the form of scholarship is disbursed on a need basis for those "with difficult backgrounds, economic or otherwise" (p. 93). Students who volunteer can receive scholarships in return, which is a good example of citizen payback. The self-evaluation report suggests that there is a clearly articulated policy for student complaints, including contacting academic advisors or the Dean of Students. In addition, there is an ombud from whom students can seek advice.

Students mentioned that faculty and the Head of Department have an open-door policy and an academic advisor is accessible, but general feedback is on an ad-hoc basis. The committee understands that prior to COVID, there was a formal, student-staff liaison committee which met regularly, and that it will be reinstated. In terms of changes implemented as a consequence of student feedback, some students gave examples of where change had occurred, while others were less satisfied with how their feedback had been received and handled. Adjunct faculty reported on one important change that came about as a direct result of student feedback: the initiation of the internship (SPICE) program. The Department needs to develop a formal and transparent mechanism whereby students are informed about how their feedback has been considered and, where appropriate, implemented.

3.6.4 Alumni

The process of undertaking the self-evaluation report brought into sharp focus that the Department lacked a formal mechanism to keep in touch with alumni. The Department intends to remedy this lack, but it is not clear how that will be achieved. One suggestion in the self-evaluation report is initiating an annual alumni conference which could be interesting.

The Department's Facebook page for graduates acts as a jobs noticeboard as well as a showcase for departmental events that alumni are encouraged to attend. Alumni reported using the Facebook page and other social media platforms to keep in touch with one other as well as with faculty. One alumnus is now the CEO of his own company and all his employees are departmental graduates. Comments from the alumni suggest that the Department would benefit from developing a more formal network for alumni.

The committee also heard that the knowledge and skills alumni had developed during their studies had proved relevant, meaningful, and useful when seeking employment after graduation. Some of the chosen careers of alumni include becoming media entrepreneurs, going on to further study, and becoming an adjunct faculty member. One alumna mentioned that the confidence she had developed in a broad spectrum of communication skills had enabled her to take up a role as a spokesperson in her community.

3.7 Human Resources

The Department of Communication currently has 18 tenure-track faculty and 70 adjuncts. The tenure-track faculty are trained in communication or related cognate fields such as sociology, political science, and history. Some also have industry experience in journalism. Many of the adjuncts also work in the media/communication industry and teach workshop courses. The industry experience of the adjuncts ensures faculty are up to date on industry trends. The committee was pleased to learn that senior faculty meet with adjuncts every semester. This facilitates the connection between theory and practice and builds a community.

Promotion is based primarily on research production. The Department has strong mentorship procedures in place, with an initial emphasis on mentoring female faculty. Faculty said the mentoring was intended to help faculty find the right career path for them personally, or to "tailor their careers."

One barrier to promotion identified by College and Department representatives is the paucity of research funds available to faculty. Another is time: On top of their regular teaching load, faculty spend a significant amount of time outside the classroom helping students that need extra training. Adjuncts interested in faculty careers understood the general process and the reality that no tenure-track positions currently exist into which they can move.

3.8 Diversity

The Department is proud of serving students on Israel's periphery in the south. Arab students constitute 15% of the College's student population. The Department has closer to 10% and has invested significant time and effort in recruiting and supporting Bedouin students.

Sapir Academic College and its Department of Communication have excellent recruitment strategies and support systems for Arab students. Arab students are recruited through the gateway college-preparatory programs. Once matriculated into the Department, they automatically receive 20 hours of extra tutoring in their first year and 12 hours in their second year. This tutoring is conducted by a designated faculty member in the Department of Communication.

During COVID, the College distributed laptops and CHE provided SIM cards to Bedouin students. However, the internet in Bedouin areas is unreliable and Bedouin women are not expected to study at home, but to work.

The faculty itself does have at least one minority adjunct and recognizes the value of having diverse faculty availability to students to meet their professional goals. For example, the evaluation committee heard about a scenario when an Arab student needed an Arab professional working in journalism to edit her work. The Department facilitated the connection between the student and a suitable mentor at another university.

Another exceptional departmental outreach program to a special population is Radio Focus, rehabilitation radio for prisoners, which encourages digital-skills development for prisoners and can decrease recidivism.

3.9 Research

Focusing on social concerns that speak to and resonate with Sapir's mission, faculty scholarship addresses media vis-à-vis religion, Arab media, gender, politics, and public policy, as well as children and the media. This research has been funded primarily by Sapir College grants, and some external monies have been secured from sources as varied as the Israeli Science Foundation, the Truman Institute, and the Dov Lautman Foundation. Research is published as both monographs and refereed articles. While the newly launched graduate program does not require a thesis, faculty are able to advise theses and dissertations at other universities and indeed do so.

The Department has made great strides in increasing its visibility on the Israeli communication research landscape. In 2018, it inaugurated the Center of Media for Children and Youth, which advocates for quality media content for children and youth. The Center conducts studies from the perspective of content, community, and production and already has published some well-received reports. In the 2020-21 academic year, the Department hosted the virtual annual conference of the Israeli Sociological Association, with its conference theme focusing on the sociology of crisis. Moreover, the Department collaborated with the Israeli Media Society to publish the Hebrew-language journal Misgerot Media [Media Frameworks]. Such collective efforts illustrate creative and innovative ways in which the Department is thinking about raising its research profile. However, the faculty noted that although they engaged in such Hebrew-language research activities, Hebrew-language publications were not valued as much as English-language ones. Because many these research activities are oriented toward Israeli audiences and deal with issues solely in Israel, the evaluation committee strongly recommends that Hebrew-language research efforts be valued more in terms of faculty assessment.

3.10 Infrastructure and Facilities

The Department has strong facilities and infrastructure. All three professional tracks (Digital Marketing, Radio and Digital Broadcasting, and Journalism) require up-to-date software and equipment. Because of the increasing emphasis on practical skills in communication fields, communication programs like Sapir's, where a third of the curriculum is skill-based, are becoming more expensive to operate. The evaluation committee understands and empathizes with the constraints this puts on both the Department and the College, as communication programs are still allocated funding on a lecture model that does not always account for the equipment and infrastructure needs of skill-based programs.

The radio recording studios and instruction spaces are particularly lively spaces. Students run station 106.4 FM, Kol Hanegev, and have the ability to livestream in HD from the studios. Students also have access to mobile audio units (e.g., Industry-standard Zoom audio recorders and LiveTracks audio mixers). Student-produced podcasts are available on Spotify almost every week.

Another exceptional facility at Sapir is the Innovation & Entrepreneurship Center. Communication students join others from across the College there to participate on collaborative projects, often with real-life community partners (e.g., museums, hospitals, and academic journals).

Students appreciated having remote access to the Adobe Suite during COVID. The Department should consider making remote access to Adobe programs a standard practice. This can accommodate future transitions to remote learning, as necessitated by security concerns, extreme weather, etc.

The evaluation committee did not tour the library during the site visit, so our assessment in this area is based solely on the self-evaluation report. It is unclear what databases are accessible, as well as the language of most of the holdings. Considering the College's commitment to diversity, it would behoove all stakeholders if the library's holdings of academic resources were available in Hebrew, English, and Arabic. This breadth would expose students to a variety of sources in languages they have different levels of comfort in reading.

Section 4: Conclusions and Recommendations

The Department of Communication at Sapir Academic College appears successful at advancing the institution's mission – to provide high-quality, equitable, and accessible higher education in Israel's southern periphery. Students undergo a program that is both theoretically and practically oriented; they take courses with faculty who are leaders in their respective areas and faculty who have significant industry expertise.

The program also enhances students' marketability via numerous internship opportunities.

While there is much to commend, the committee's review identified some concerns that should only improve a generally strong department.

4.1 Recommendations

Essential

The Department needs to come into compliance with CHE regulations and admit no more than 10% of incoming students on probation.

Given student concerns, the Department needs to develop a formal and transparent mechanism whereby students are informed about how their feedback has been considered and, where appropriate, implemented. Similarly, the student-faculty liaison committee should be reinstated.

Faculty and the Head of Department need to redraft the program learning outcomes so that students are clear about the aims and objectives of the program.

Important

To support the diverse student body, the unit should encourage the library to have holdings available in Hebrew, English, and Arabic, so that students are exposed to a variety of sources in languages they have different levels of comfort in reading.

The Department should review the broad content of mandatory courses, especially in the first year and consider developing a few courses on digital and alternative media so that all students have a basic grounding in new media forms.

To increase student learning, the Department can consider providing remote access to key software programs such as Adobe and SPSS (or equivalent).

To recognize the breadth of faculty scholarship, the Department should retain the current practice of valuing English-language publications, but recognize Hebrew-language efforts as well.

Desirable

Given the heavy responsibility for one person working with a large number of students, the Department might consider taking a team approach to academic advising.

To bolster student-alumni connections, the Department might consider developing a more formal network for alumni.

Also related to employability, the Department might consider developing a course on data and/or multimedia journalism, which has become an increasingly important skill for individuals wanting to work in journalism and related fields.

Finally, all course leaders should use the same course template, thereby standardizing the information students receive.

Signed by:

Prof. Patricia Moy

Committee Chair

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Prof. Andrea Hickerson   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