



**The Department of Communication and Journalism**

**The Hebrew University of Jerusalem**

**2018-19**

**Evaluation Report**

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# **1. Executive summary**

## **1.1 Executive summary**

### **1.1.1 A short summary of the main strengths and weaknesses that were pointed out in the self-evaluation process:**

The Noah Mozes Department of Communication and Journalism at the Hebrew University of Jerusalem is the oldest and largest research-focused department in its field in Israel. In 2021 it was ranked as the top department in Israel, and number 25 in the world, by the Shanghai University Academic Ranking of World Universities (ARWU). The department's strengths can be summarized across three inter-related dimensions: 1) research activities, publications and grants that make leading contributions to the advancement of Communications and Media Studies at an international level; 2) study programs that prepare students well for advanced research (and academic careers) as well as for a broader job market that values high-level analytical and knowledge skills; 3) a strong departmental culture of mutual support and collaboration between faculty with diverse areas of expertise across a broad range of communication topics. This culture increasingly pervades relations between students and the permanent faculty (notably among doctoral students), producing a powerful overall sense of intellectual community.

The department's research and teaching strengths build on the achievements of previous generations of leading international scholars across different fields of research (notably but not exclusively Professors Elihu Katz, Tamar Liebes, Shoshana Blum-Kulka, Brenda Danet, Gadi Wolfsfeld). Significantly, however, they also stem from a reformulation of the department's overall vision and strategy in the mid-2000s. This introduced and emphasized internet research and digital media as a core research interest, and outlined six overall areas of inquiry that together provide a coherent framework for the department's study programs, research initiatives and recruitment priorities: internet and new media; political communication; language, discourse and communication; journalism; cinema and visual culture; theory, history and philosophy of media and communication. Thanks to this reformulation the department has been able to cover a wide range of topics without losing focus and depth of engagement in its particular fields of expertise.

The department's principal weaknesses are: relatively low involvement of faculty in local Israeli academic associations and Hebrew-language journals; relatively weak integration with local media industries; and poor development of alumni relations at the departmental level. We also acknowledge a lack of diversity in faculty hiring with regard to Palestinian citizens of Israel and Haredim.

### **1.1.2 A short description of the actions the institution, the parent unit, and the department are going to take in order to improve the weaknesses that were found:**

The University and the Faculty of Social Sciences have implemented diversity awareness and monitoring processes. Within the department this has been very successful in relation to gender, but not in relation to the

hiring of Arabs and Haredim. The main obstacle is that no such candidates have applied for advertised positions in the past, or have been 'on the radar' of members of the department as potential candidates. We are interested in a long-term solution based around the cultivation of doctoral students from among the relevant populations, hence widening the pool of future potential faculty members who can be recruited. This will take time since only in recent years have diversification procedures (such as dedicated Arabic classes) been implemented at the undergraduate level. We have begun more intensive mentoring at the MA level which will continue into the doctoral program in the immediate future: this is, however, a long-term strategy, designed to produce an 'in-house' departmental solution to a much larger systemic problem affecting Israeli academia in general.

We have begun to address the lack of involvement in Israeli communication associations and Hebrew-language journals through several ad hoc engagements, such as hosting the forthcoming Israel Communication Association conference (postponed twice as a result of covid), and encouraging submission of papers in Hebrew to local conferences and journals, principally by graduate students. However, there is no overcoming the fact that for the overwhelming majority of our faculty and doctoral students international research venues remain the top priority, which obviously limits the extent of possible involvement at the local level.

Our relations with media industries have become increasingly strong over recent years thanks to our involvement in the Faculty of Social Sciences undergraduate internship programme.

We have yet to seriously devote attention or resources to developing alumni relations at the departmental level.

### **1.1.3 A brief summary of the extent to which the Study Program has achieved its mission, goals and learning outcomes, and whether the outcomes comply with its mission statement:**

The Study Program has to a large degree achieved its goals and learning outcomes. At the undergraduate level this is reflected in the relatively high levels of student satisfaction with the degree program, and in rapidly growing interest in participating in the Honors Program. At the graduate level, especially in the doctoral program, this is reflected in the increasing success of doctoral students in presenting and publishing their research in top international venues (conferences and journals) – both as sole authors and with their supervisors - and the extent of their integration and socialization into local and international academic networks. A primary weakness we have identified is in the number of our own BA students continuing to the MA program in recent years. This weakness perhaps reflects an insufficiently intense integration of the department's outstanding research initiatives within its undergraduate teaching. It is also attributable, however, to the fierce competition with MA and direct doctorate tracks in parallel departments in the Faculty of Social Sciences who are able to make more funding available to outstanding students. We are addressing these challenges through the creation of the Honors Program and the introduction of a range of elective

research courses at BA and MA level, and are also considering options for reorganizing the department's scholarship frameworks.

## **2. The institution**

### **2.1 Overview**

#### **2.1.1 A brief summary describing the institution and its development since its establishment; the date of recognition by the Council for Higher Education; details of the campus/es where the institution's teaching activities take place (number and location):**

The Hebrew University of Jerusalem is Israel's premier university as well as its leading research institution. It was founded in 1918 and opened officially in 1925. The Hebrew University is ranked internationally among the 100 leading universities in the world and first among Israeli universities. It stresses excellence and offers a wide array of study opportunities in the humanities, social sciences, exact sciences and medicine. The university encourages multi-disciplinary activities in Israel and overseas and serves as a bridge between academic research and its social and industrial applications. It is among the top winners of the European Research Council's competitive grants to young researchers.

The Hebrew University consists of close to 1,000 faculty members, about 2,000 administrative staff, and 24,000 students from Israel and 90 other countries. The university is actively engaged in international cooperation for research and teaching. It has signed over 300 agreements for joint projects with other universities and 90 agreements for student exchanges with institutions from 27 countries, in addition to numerous faculty-based exchange programs. The faculty has registered more than 7,000 patents, and faculty members and alumni have won 8 Nobel prizes, 1 Abel Prize, 1 Fields Medal for Mathematics, 305 Israel Awards, 9 Wolf Prizes, and 56 EMET Prizes.

#### **2.1.2 Mission statement, aims and goals of the institution:**

The Hebrew University has set as its goals the training of public, scientific, educational and professional leadership; the preservation of and research into Jewish, cultural, spiritual and intellectual traditions; and the expansion of the boundaries of knowledge for the benefit of all humanity.

The Hebrew University's mission is to develop cutting edge research, and to educate the future generations of leading scientists and scholars in all fields of learning. The Hebrew University is part of the international scientific and scholarly network. It measures itself by international standards and strives to be counted among the best research universities worldwide.

The Hebrew University is a pluralistic institution where science and knowledge are developed for the benefit of humankind. At the same time, the study of Jewish culture and heritage are a foremost legacy of the Hebrew University.

The goal of the Hebrew University is to be a vibrant academic community, committed to rigorous scientific approach and characterized by its intellectual effervescence.

## Supporting documents

**A chart of the institution's organizational structure, and the names of holders of senior academic and administrative positions:**

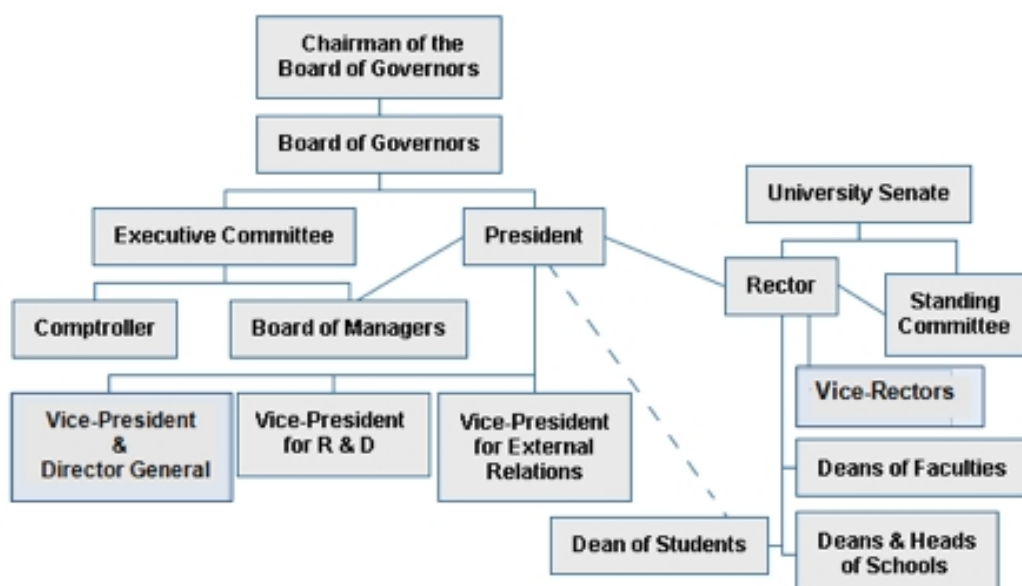
[Attached File](#)

**Table 1 - Number of students and faculty members in the Institution:**

Name of Faculty	BA/B.Sc.		MA/M.Sc.		PhD		Number of faculty members
	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19	
Faculty of Agriculture, Food and Environment	1360	1307	397	386	303	308	91
Faculty of Dental Medicine	225	222	248	250	35	49	13
Faculty of Humanities	1400	1357	668	671	419	429	186
Faculty of Law	856	883	363	356	70	68	41
Faculty of Mathematics and Sciences	1377	1389	381	427	441	498	203
Faculty of Medicine	1481	1757	971	990	339	384	113
Faculty of Social Sciences	1841	1807	1006	982	328	350	167
School of Business Administration	368	347	460	464	37	37	29
School of Education	219	230	544	568	60	72	34
School of Engineering and	1259	1376	210	178	111	91	44

Name of Faculty	BA/B.Sc.		MA/M.Sc.		PhD		Number of faculty members
	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19	
Computer Sciences							
School of Pharmacy	325	340	115	103	80	81	22
School of Social Work and Social Welfare	257	257	595	644	66	68	28

**Comments for table:**



President	Prof. Asher Cohen
Rector	Prof. Barak Medina
Chancellor	Prof. Menahem Ben-Sasson
Vice-President and Director-General	Mr. Yishai Fraenkel
Vice-President for Research and Development	Prof. Re'em Sari
Vice President of Strategy and Diversity	Prof. Mona Khoury-Kassabri (as of May '21)
Vice-President for External Relations	Amb. (Ret.) Yossi Gal
Vice-President for International Affairs	Prof. Oron Shagrir
Vice-Rector	Prof. Lilach Sagiv
Vice-Rector	Prof. Berta Levavi-Sivan
Comptroller	Mr. Zvi Aizenstein
<b>Deans</b>	
Faculty of Humanities	Prof. Michael Segal
Faculty of Social Sciences	Prof. Tamir Sheafer
Faculty of Law	Prof. Daphna Lewinsohn-Zamir
Faculty of Mathematics & Natural Science	Prof. Assaf Friedler
Faculty of Agriculture, Food & Environment	Prof. Benny Chefetz
School of Engineering and Computer Sciences	Prof. Noam Nisan
Faculty of Medicine	Prof. Dina Ben Yehuda
Faculty of Dental Medicine	Prof. Aharon Palmon
School of Business Administration	Prof. Nicole Adler
School of Social Work	Prof. Mona Khoury-Kassabri
Dean of Students	Prof. Guy Harpaz

### **3. Internal quality assurance**

#### **3.1 Overview and follow up**

##### **3.1.1 A description of the institution's Quality Assurance policy and system; including its mechanisms, processes, and the responsible bodies for its implementation:**

The Hebrew University has an internal quality assessment mechanism. The Office of Assessment & Evaluation, which is part of the Rector's Office and headed by a full professor (currently, Prof. Berta Levavi Sivan, a Vice Rector), is responsible for internal quality assessment. The Office of Assessment & Evaluation initiates timely international reviews of the academic units, and assists the units in preparing the self-evaluation reports. Once a review is received, the relevant unit is asked to respond to it. The report and the response are then discussed at the University's Academic Policy Committee. This committee consists of the President, the Rector and Vice Rectors, as well as faculty members and independent, non-faculty members. The head of the Office of Assessment & Evaluation leads the discussion, which includes presentation and Q&A with the heads of the relevant academic unit. The discussion is concluded with a set of recommendations for implementation. The head of the Office of Assessment & Evaluation is then responsible for working in cooperation with the academic unit on implementing the recommendations, including required changes in policies of the school/faculty or the university in general.

##### **3.1.2 Describe the current Self-Evaluation process; Including methods used by the institution, parent unit, and the department in its Self-Evaluation process; direct and indirect participants in the process, etc. Specify your conclusions regarding the process and its results:**

The current self-evaluation process is a continuation of processes that have been ongoing continuously on multiple levels. The Rector and Dean have both asked for strategic plans over the past five years, and the university also recently underwent a full external review with a consulting firm. These processes saw the formation of multiple committees in the parent unit comprised of members from the various departments. These committees addressed issues such as graduate training, teaching methods, and the establishment of interdisciplinary research centers. Self-evaluation processes within the department have included discussions involving all department members. This current process is very much an extension of these processes of self-evaluation in recent years that have been taking place at multiple levels in the institution.

### **3.1.3 Describe the consolidation process of the Self-Evaluation Report; Including its preparation, final approval, and a description of the contributions of staff members to the process:**

At the beginning of the process, the department formed a committee to discuss the process and the writing of the report. It was decided that the department head would oversee the process, with a senior member of the department taking the lead in writing the report. Following that initial meeting, discussions about various facets of the report were held in department meetings, attended by all of the faculty. Additional discussions were held, in person and via email, with groups of faculty of various levels of seniority about the department's strengths and weaknesses. In particular, consultations were held with Prof. Ifat Maoz in her capacity as department head in 2018-19; the BA and MA program advisors; with Prof. Pinchevski in his capacity as Head of the Smart Institute; and with Prof. Tenenboim-Weinblat in her role as head of the internship program.

Data for the various tables were collected by the department's office staff in coordination with the relevant university bodies.

A very-nearly final draft was sent out to the department's full professors and the BA and MA advisors, to the Vice Dean for Teaching, and to the Head of the Smart Institute. Final approval was given by the Rector.

### **3.1.4 Describe the mechanism used to follow-up and address the weaknesses that were highlighted by the Self-Evaluation process. Which bodies within the institution/parent unit/department are responsible for this activity?**

Many of the issues raised in the report were already on the department's radar as issues that need to be, or are being, addressed.

1. Diversity in hiring: We are nurturing Arab students from BA-level upwards so that we have greater numbers of applicants. This is also a process underway throughout the university.
2. Engagement with the local academic community: The department's international standing is very high, but this focus has negatively impacted researchers' involvement in the local academic community. We are encouraging staff and PhD students to present at local conferences. We are also pushing for closer involvement of faculty in the Israel Communication Association. Indeed, we will be hosting the Israel Communication Association conference in 2022, and we have made an institutional contribution to the Israel Communication Association. Also, faculty have joined the board of the leading Hebrew-language journal.
3. Alumni: we haven't addressed this systematically. It simply has not been a high enough priority over the last year or two.
4. Industry: we have improved our ties with industry through the faculty internship program. In addition, we employ people from industry to teach.

### **3.1.5 Is the full Self-Evaluation Report accessible? If so, to whom is it accessible and to what extent?**

It will be accessible to all faculty in the department, and to relevant members of the Faculty of Social Sciences and the institution's management.

### **3.1.6 Second cycle of evaluation address the recommendations of the previous evaluation committee and describe the implementation and follow-up process.**

**Table 2 - Address each recommendation separately.**

<b>Recommendations of the previous evaluation committee</b>	<b>Implementation and follow-up process</b>
<b>Strengthening the areas of journalism, discourse and cinema</b>	<p>In the previous report (2008), following the retirement of a number of faculty in the years previous, we wrote: "Most urgently of all we need to recruit top new faculty in the areas of journalism research, discourse studies and cinema".</p> <p>Since then, the department recruited Profs. Keren Tennenboim-Weinblatt (in 2011) and Christian Baden (2016) in the fields of journalism research, Prof. Zohar Kampf (2008) in discourse studies, and Dr. Tobias Ebbrecht-Hartmann (2014) in cinema studies. To this we add the recruitment of Dr. Lillian Boxman-Shabtai (2020), whose research focuses on media representations, and we note the contribution of Prof. Neta Kligler-Vilenchik (2015) to the field of political news consumption.</p> <p>In the field of journalism research, these advances have been somewhat offset by the untimely death of Prof. Moshe Negbi (2018), who taught courses on journalism, and the retirement of Prof. Tamar Liebes (2011). Additionally, in discourse studies, Prof. Esther Shelly-Newman retired in 2017.</p> <p>Despite those hires, therefore, there is still a need to strengthen journalism studies and discourse studies, owing to faculty members retiring or passing away.</p>

Recommendations of the previous evaluation committee	Implementation and follow-up process																								
Staff-student ratio	<p>The previous report noted an "appallingly high student-faculty ratio", and the fact that in the decade prior to its completion, the department had actually shrunk by one position. At the time of the previous report's submission (2008), the student-faculty ratio was 41.5: 1. As of 2018-19 it was 18.7: 1. Given that the size of the student body has not fluctuated greatly over this time, this dramatic improvement is a reflection of the department's successes in hiring and growing the size of the faculty, especially over the last three or four years.</p> <p>The following table clearly shows the department's success in addressing this issue.</p> <table data-bbox="800 877 1138 1434"> <thead> <tr> <th>Year</th><th>Staff-student ratio</th></tr> </thead> <tbody> <tr><td>2010-11</td><td>38.9</td></tr> <tr><td>2011-12</td><td>37.5</td></tr> <tr><td>2012-13</td><td>44.5</td></tr> <tr><td>2013-14</td><td>38.3</td></tr> <tr><td>2014-15</td><td>36.6</td></tr> <tr><td>2015-16</td><td>33.4</td></tr> <tr><td>2016-17</td><td>29.4</td></tr> <tr><td>2017-18</td><td>30.3</td></tr> <tr><td>2018-19</td><td>18.7</td></tr> <tr><td>2019-20</td><td>16.1</td></tr> <tr><td>2020-21</td><td>17.3</td></tr> </tbody> </table>	Year	Staff-student ratio	2010-11	38.9	2011-12	37.5	2012-13	44.5	2013-14	38.3	2014-15	36.6	2015-16	33.4	2016-17	29.4	2017-18	30.3	2018-19	18.7	2019-20	16.1	2020-21	17.3
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## Comments

## **4. The parent unit**

### **4.1 Overview**

**In this chapter, please relate to the broader organizational framework in which the evaluated study program operates**

**If there is no such framework, please state so.**

#### **4.1.1 The name of the parent unit, its mission statement, aims, and goals:**

##### **The Faculty of Social Sciences: History and Objectives**

The first attempts at teaching and conducting research on social topics at the Hebrew University were already under way in the 1930s and 1940s. At first, disciplines such as Jewish Sociology, the Sociology of Religion, and the Economy and Sociology of Israel and the Middle East, developed separately within the various departments of the Faculty of Humanities. Later, these and other disciplines formed a Department of Social Sciences within the Faculty of Humanities.

The social transformations that followed the establishment of the state of Israel highlighted the need to continue developing research in the social sciences. Mass immigration doubled Israel's population within just a few years and fundamentally transformed its social fabric. The economy was quickly expanding, and was running up against serious obstacles. These conditions brought about an acute and sudden need for economists, sociologists, statisticians and management professionals in both the public and private sectors. The university at that time viewed its *raison d'être* as educating the young population in these professions and systematically developing research and teaching in the fields of economics, social studies, and management. The university was finally able to assume this function when its initiative coincided with a similar program put forward by friends and admirers of the late Eliezer Kaplan (led by Yossef Sprinzak). These people wanted to honor the memory of Israel's first Minister of the Treasury, who had contributed greatly to the establishment of a national economy under public administration, by lending his name to a new institution charged with securing a future for that economy and its proper administration.

That institution was launched in 1953 and was recognized as a separate Faculty, although it maintained a special relationship with the Faculty of Humanities for some time thereafter, developing its curriculum within the latter. The class of '54 -'55 already numbered 360 students, and the numbers grew annually. The joint framework of authority was divided in the spring of 1968, making the Faculty of Social Sciences a separate and independent unit from then onwards. In the academic year of 1955-1956 the new faculty was located to a new building in Givat Ram (now called the Edmond J. Safra Campus). The Faculty of Social Sciences relocated to the Mt. Scopus campus in 1981.

Today the faculty is comprised of eight departments (Communications and Journalism, Economics, Geography, International Relations, Political Science, Psychology, Sociology and Anthropology, Statistics), one school (the Federman School of Public Policy and Government), and an integrative undergraduate study

program: PPE (Philosophy, Political Science and Economics). In addition, the faculty offers the following MA programs: Gender and Diversity Studies; Urban and Regional Studies; European Studies; Conflict Research, Management and Resolution; German Studies; Environmental Studies; Cultural Studies; and Glocal – Community Development Studies. The Faculty views learning and research in the social studies as its prime objective: educating students in the social sciences, while laying the theoretical foundations for knowledge in the social sciences via foundational and applied research.

#### **4.1.2 What is the decision-making process for the rationale, mission, and goals of the parent unit? How are they reviewed and monitored:**

The body that is academically responsible for the teaching programs is the Faculty's Teaching Committee. It is headed by the Vice Dean for Teaching and it comprises the heads of all the Faculty's teaching programs and students' representatives. The main responsibilities of the Faculty's Teaching Committee are to propose, discuss, approve and monitor all the Faculty's teaching programs including interfaculty as well as interuniversity programs. Depending on the issue at hand, new programs are submitted for ratification by the University's Standing Academic Committee and – if required – by the Council for Higher Education. Changes in teaching programs, goals and missions are delegated to the Faculty and students, via the corresponding members of the Faculty's Teaching Committee.

#### **4.1.3 List of the committees operating within the parent unit, and their composition (representatives of which departments/bodies are members):**

##### **FACULTY ADMINISTRATION**

Dean, Prof. Tamir Sheaffer

Associate Dean, Ms. Meital Shtain

Vice Dean for Teaching Affairs, Prof. Zohar Kampf

Vice Dean for Research, Prof. Dan Miodownik

Head, Academic and Student Affairs, Ms. Ronit Sasson

Faculty Accounting - Comptroller, Ms. Dalit Chen

##### **FACULTY ACADEMICS: DEPARTMENTS AND STUDY PROGRAMS**

Department of Communications and Journalism

*Department Head – Prof. Paul Frosh*

Department of Economics

*Department Head – Prof. Erik Gould*

Department of Geography

*Department Head – Prof. Itay Fischhendler*

Department of International Relations

*Department Head – Prof. Yoram Haftel*

Department of Political Science

*Department Head – Prof. Dan Avnon*

Department of Psychology

*Department Head – Prof. Maya Tamir*

Department of Sociology and Anthropology

*Department Head – Prof. Michal Frenkel*

Department of Statistics

*Department Head – Prof. Micha Mandel*

The Federman School for Public Policy

*Head – Prof. Raanan Sulitzeanu-Kenan*

Graduate Program in Gender and Diversity Studies

*Program Head – Prof. Ifat Maz*

Graduate Program in Conflict Research, Management and Resolution

*Program Head – Prof. Ifat Maoz*

Graduate Program in European Studies

*Program Head – Prof. Gili Drori*

Graduate Program in German Studies

*Program Head – Prof. Gili Drori*

Graduate Program in Environmental Studies

*Head of School – Prof. Eran Feitelson*

Graduate Program in Glocal Community Development

*Program Head – Dr. Reut Barak Weekes*

Graduate Program in Urban Studies

*Program Head – Prof. Gillad Rosen*

Graduate Program in Cultural Studies

*Program Head – Prof. Louise Bethlehem*

Integrative Bachelor's Program: Philosophy, Political Science and Economics (PPE)

*Program Head – Dr. Ittay Nissan-Rozen*

### **Faculty Council**

All tenure-track faculty members sit on the Faculty Council. The Dean serves as Chair. Significant issues are brought before the Council after having been discussed and authorized by the Academic Matters Committee or any other of the relevant Faculty Committees.

### **Faculty Appointments/Development Committee**

*Chair: Prof. Tamir Sheafer, Dean*

The Faculty Appointments/Development Committee discusses the recruitment and appointment of new Faculty members. It also discusses faculty development programs.

### **Teaching (Academic Matters) Committee**

*Chair: Prof. Zohar Kampf, Vice Dean*

The Academic Matters Committee deals with issues related to study curricula and teaching. The committee consists of representatives of all the departments in the Faculty of Social Sciences. The representative of the student body of the Faculty also participates in the Committee meetings. The Academic Matters Committee incorporates a Subcommittee of Student Affairs, which addresses extraordinary student requests that depart from the rules and regulations laid down in the Faculty's course catalogue.

#### **Scholarship Committee**

*Chair: Dr. Limor Samimian-Darash*

The Scholarship Committee determines students' and visitors' eligibility for scholarships. Such scholarships include: Merit scholarships for post-graduate students, comprehensive scholarships for doctoral students, the Rothschild Scholarship for post-doctoral research, the Lady Davis scholarship for Professors and Post-Doctoral visitors.

#### **Research Committee**

*Chair: Prof. Dan Miodownik*

The Faculty Research Committee assists in procuring equipment and means essential to Faculty researchers. The Committee coordinates vis-à-vis the University authorities the allocation of initial resources to Faculty newcomers, allocates Faculty resources, and serves as a conduit for general coordination between the Faculty and the University Research and Development Authority.

#### **Library Committee**

*Chair: Prof. Arie Kacowicz*

The Library Committee is primarily responsible for expanding the libraries and databases at the disposal of researchers and students in the Faculty. The Committee oversees the transfer of printed journals to electronic databases, and ensures efficient and effective use of budgetary funds earmarked towards updating the libraries of the various departments. The Committee is also responsible for directing Faculty resources towards procuring quality high-ranked journals and towards updating the map library and social sciences database.

#### **Ethics Committee**

*Chair: Prof. Ilan Yaniv*

The Ethics Committee discusses research proposals and ensures that all research conforms to the principles established in the Helsinki Declaration.

### **Supporting documents**

**A chart of the unit's academic and administrative organizational structure (including relevant committees), names of holders of senior academic and administrative positions, and a list of departments/study programs operating within its framework:**

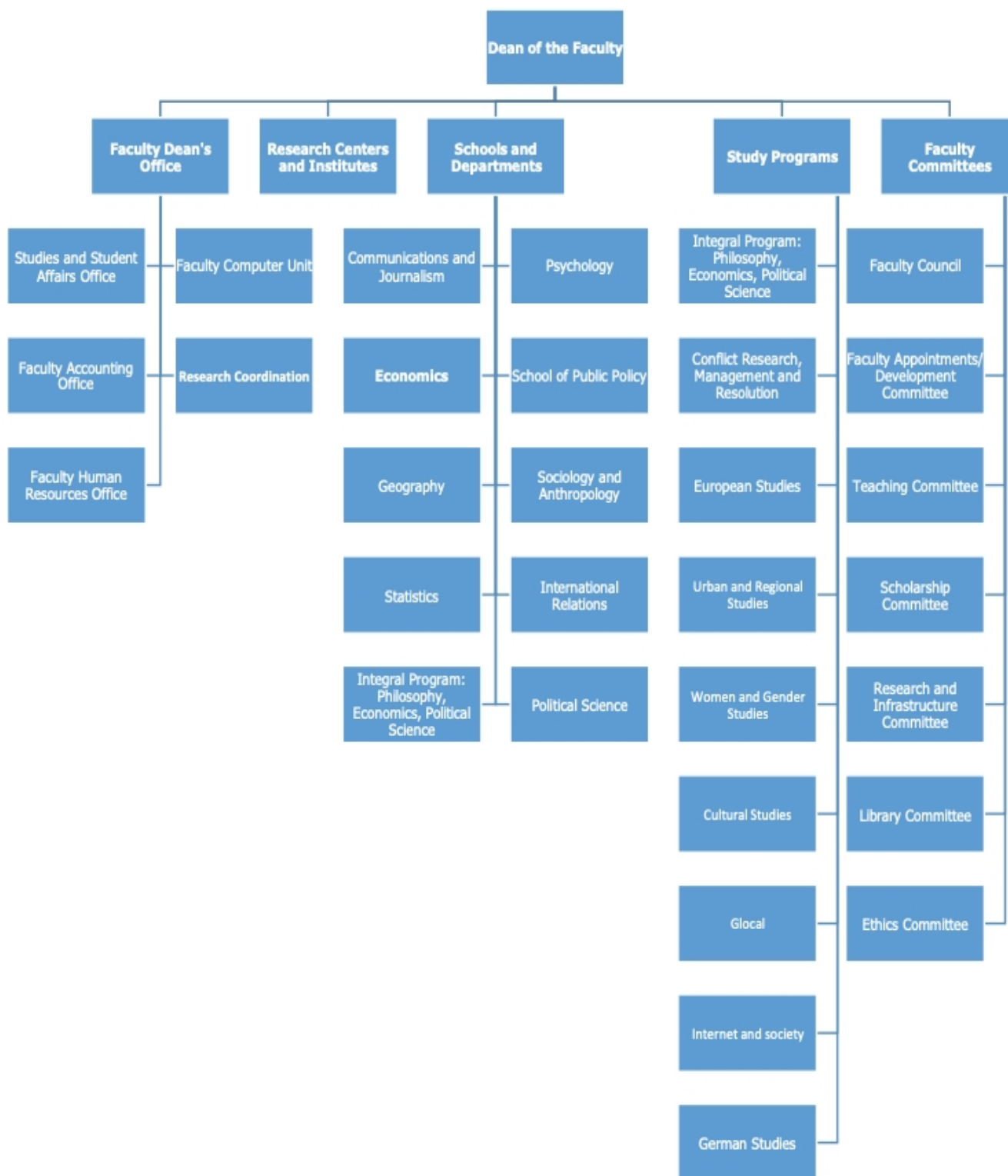
[Attached File](#)

**Table 3 - Number of students and faculty members in the Parent Unit:**

Name of Department	BA/B.Sc.		MA/M.Sc.		PhD		Number of faculty members	Remarks
	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19		
Communication & Journalism	340	307	67	65	40	40	14.45	
Conflict research, Management and Resolution	0	10	41	35	5	3	0.50	
Cultural Studies	0	0	29	32	8	8	1	
Economics	527	516	40	12	17	17	25	
Economics & Public Policy	0	6	12	0	0	0	0	
Environmental and Natural Resource Management and Policy	0	0	33	33	0	0	0	
European Studies	0	0	26	21	6	6	2	
Geography	136	85	111	3	19	21	12	
German Studies	0	0	26	20	3	5	0	
Glocal	0	0	49	52	0	0	0	
International Relations	591	568	50	47	24	30	15.50	
Political	390	355	52	53	54	58	21	

Name of Department	BA/B.Sc.		MA/M.Sc.		PhD		Number of faculty members	Remarks
	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19		
Science								
PPE	264	270	0	4	0	0	3.50	
Psychology	518	519	79	93	64	69	26.50	
Public Policy - Cadets	0	0	55	54	0	23	10	
Public Policy - Honors	0	0	44	28	24	0	0	
Sociology	259	262	59	57	45	49	18.50	
Statistics	194	192	53	72	14	15	10	

**Comments for table:**



## **5. The department/study program**

### **5.1 Study program**

#### **5.1.1 Overview**

##### **5.1.1.1 The name of the department/study programs, and a brief summary describing its development since its establishment:**

**The Noah Mozes Department of Communication and Journalism** is the oldest and most distinguished of the communication departments in Israel, offering degrees at BA, MA and PhD level to Israeli and international students. Founded in 1964, it was for decades the only communication department in Israel to offer degrees at all three levels of undergraduate and graduate study. As a result, graduates of its doctoral program continue to form the backbone of the community of communication scholars in Israel. The department's current faculty members enjoy a reputation for research excellence in a range of fields within the discipline: political communication, internet research, media and cultural theory, communication history and philosophy, discourse and media, cinema and visual culture. Its alumni have not only gone on to occupy key positions within departments at other universities and colleges, but also include leading public figures in a variety of related professions – journalism, television, radio and film production, new media technologies, advertising and public relations, communications policy and regulation (A brief history of the department and its pioneering role in the development of communication as an academic field in Israel can be found in the article by Prof. Anat First (a doctoral graduate of the department) and Professor Emerita Hannah Adoni, which appears as an appendix to this report.)

The growth of communication in Israel as a field of study has required of the Department of Communication and Journalism to identify and visibly emphasize its unique selling point (to borrow from the jargon of marketing). Since the department started teaching BA students in 1993, following an intense period of discussion and self-scrutiny, it has been uncompromisingly committed to research-oriented programs, drawing on the faculty's standing and skills as world-leading researchers.

The department's trajectory has developed along with the objects of its faculty's research, and today there is a strong emphasis on digital communication and its technologies and media, as reflected in the faculty recruited over the last decade or so. The rise and rise of the internet in particular captured the research imagination and, following a global pattern, the Department of Communication and Journalism has established itself as the academic base for internet studies and the role of new media in all the phenomena already studied by the department's faculty. At the same time, the department has continued to strengthen its core areas of expertise in political communication, discourse and media studies, culture and communication, visual culture, and the philosophy and history of communication and media.

**5.1.1.2 The department's/study programs' mission statement, aims and goals. What is the strategic plan of the department and its study programs? (Address the decision-making process, revision, and monitoring):**

The objective of the department's study programs is to provide students with knowledge and understanding of communication processes broadly understood, grounded in the critical appraisal of media in the public sphere – both written and broadcast – and the acquisition of a systematic and in-depth understanding of digital communication, social media, political communication, inter-personal and inter-group communication. In our BA, we aim to provide a map of communication research (as reflected in our main research topics; see Table 25). Students graduate with knowledge of theoretical and empirical fields of research and the ability to apply them – in academia and outside. At the MA level, we aim to deepen our students' overarching understanding of the field, alongside the development of specialized lines of study, focused on specific fields such as political communication, social media and cinema. Alongside theoretical foundations, we aim at offering advanced practical workshops tailored to meet the needs of a dynamic sector. Writing research-based seminar papers, and an (optional) MA thesis, requires of the students to deploy their newly-acquired theoretical and methodological knowledge and skills. Our PhD program focuses on the competencies and skills required for succeeding in academia. At this level, we aim to provide our students with hands-on mentored experiences of publishing in top academic journals, participating in conferences and constructing research agendas.

The department's aim is to grow its student body while maintaining its position as the leading institute for communication research in Israel and as a prominent institution at the international level. We have two main goals in this regard. The first is to establish communication as a core discipline within the social sciences of the 21st century. The importance of understanding processes of communication and the technologies that enable them cannot be understated. Indeed, this has been the case long before universities had departments of communication. Today, though, it is clearer than ever that it is quite impossible to understand contemporary society without taking into account the processes, technologies and institutions of communication.

The second is to more fully integrate research and the education provided by the department. We wish to open up fields of research to our students, and as we teach them, we seek to identify and nurture the next generations of communications researchers. At the same time, we of course recognize that most of our students will not become researchers, and so we also strive to prepare our undergraduates for entrance into the workforce. We do this through workshops and internships, though we also believe that even our more theoretical courses equip our graduates with an ability to think about the place of communication – broadly understood – in society that will serve them in the careers they develop after completing the studies with us.

**5.1.1.3 List the bodies responsible for planning and managing the study program. Describe the mechanisms responsible for introducing changes and updating the study program and how they operate. Specify any fundamental changes in the study program**

## **during the last five years, as well as recent and planned (upcoming year) changes in the study program**

The bodies responsible for planning and managing the study program are: the BA advisor; the Head of Department; and the department's Teaching Committee. The faculty's Teaching (Academic Matters) Committee, led by the Vice Dean for Teaching, and the Head, Academic and Student Affairs, have oversight responsibilities that include evaluating proposed changes to the department's study programs.

Major changes to the study program instigated in the last five years include:

### **1. *Honors Program***

In the academic year 2020-21, the department launched its new Honors Program for outstanding students. The program includes dedicated courses and enhanced opportunities for positions as teaching and research assistants, as well the option to complete an MA degree a year after finishing their BA studies. A central objective of the program is to ensure that the best BA students in the department continue their studies through to MA level. The following describes the program in more detail.

The program is open for up to 20 students in their 2nd or 3rd year of BA studies. Recruitment of 2nd year students is based on a list of the students with the top grades in communication from the 1st year (with a minimum of 90), alongside recommendations from lecturers of 1st year courses. Students interested in joining the program are interviewed by the program's committee. Remaining in the program in the 3rd year is dependent on an average of at least 90 in 2nd year courses in communication, and a grade of at least 87 in the program's core course (see below). 3rd year students who did not join the program in the 2nd year are able to do so if they have an average of at least 90 in 2nd year courses in communication and are accepted by the program's committee.

The centerpiece of the program are two core courses for its students, one taught in the second semester of the 2nd year, and the other in the first semester of the 3rd year. The courses are built around guest lectures from faculty and advanced PhD students and their objective is to expose the students to the ins and outs of actually carrying out research and to enrich their theoretical understanding of the range of the phenomena studied in the department.

Students in the program also enjoy a number of additional privileges: they are the first port of call for faculty seeking research assistants; they have the opportunity to join research groups headed by faculty members running large, funded projects; they have priority in student exchange programs (such as Erasmus); they will be encouraged to submit excellent seminar papers to conferences, and given support in doing so.

### **1. *Accredited introductory courses taught in Arabic: Connected to Communication***

As part of the department's efforts to cultivate a more inclusive and diverse student body, and in line with the university's opening of its doors to high school graduates with a Tawjihi high school diploma (the General Secondary Education Certificate Examination in Jordan, which is taught in a number of schools in East Jerusalem), the department started offering introductory courses in Arabic that supplement compulsory courses required by the department. These courses provide intensive support for Arab students, including focused work on writing and oral expression in Hebrew, tailored for the needs of communication students. Titled "Connected to Communication", the courses were first offered in 2017-18. Students receive credit points for these courses: the first year course is compulsory; the second year course is elective, though most eligible

students choose to take it (12 students took the first year course in 2018-19; 10 took the second year course the following year).

**5.1.1.4 Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists:**

The department chair and the academic advisors for the different degree programs initiate discussions among faculty who teach courses that have the potential to overlap. This ensures that unnecessary overlaps are avoided. These discussions involve sharing and reviewing syllabi and, where required, changing the topics taught or reading requirements.

**5.1.1.5 List the courses provided by the department to other units, if such courses exist:**

In 2018-19, the department offered the following courses as part of the university's Cornerstone Program. The first course in this list was **not** offered to students of the department.

1. History of Communication Media (course number 50263), Prof. Amit Pinchevski
2. Changing Values in Israeli Society (50005), Dr. Gadi Taub
3. Introduction Social Thought (50425), Dr. Gadi Taub
4. Effective Verbal and Non-Verbal Communication in the Media (50482), Prof. Tsfiria Lichtman
5. Media, Law and Ethics (50981), Prof. Motti Neiger

**5.1.1.6 List the non-academic bodies involved in the running and the activities of the parent unit and study program, if such bodies exist:**

No such bodies exist.

**5.1.1.7 Research of undergraduate students:**

**5.1.1.7.1 To what extent are the undergraduate students involved in research projects of faculty? Is there a structured mechanism (e.g. courses, credits for participating)?**

In 2018-19, 11 BA students worked as research assistants on various projects with faculty. Table 5 details this. Since then, as part of the new Honors Program, and building on the faculty's success in winning large grants from the European Research Council and the Israel Science Foundation, we have institutionalized research-oriented elective BA courses wherein BA students are able to pursue individual research projects within the framework of the lecturer's broader project. This exposes the students to the world of academic research and

gives them the opportunity to receive training and guidance from more experienced researchers. Such research courses are worth 2 credit points.

#### **5.1.1.7.2 Is there a procedure for encouraging students to carry out independent research?**

The central procedure for encouraging students to carry out independent research is the requirement of BA students to write a seminar paper in their third year, and of MA students to write two seminar papers during their studies, with the option of writing a thesis. Students studying for a single honors degree in communication write two seminar papers. BA and MA seminar papers require students to plan and execute a research project.

In addition, we encourage excellent BA and MA students to present their original research at *Metaksherim*, an annual conference for communication students in Israel organised by the communication department at Haifa University.

#### **5.1.1.8 In summary, to what extent has the program achieved its mission and goals? What are its strengths and weaknesses?**

The growth in the number of BA students in our program may reflect an acknowledgement of the importance of communication as a field of study. On the other hand, the decline of student numbers in our MA programs in recent years perhaps points to a shortcoming in attaining this goal, and we would certainly wish for more of our BA students to stay in the department for MA studies. Indeed, we are currently implementing plans to achieve this.

It remains the case that the department provides other institutes of higher education in Israel with a great many of its staff, which we view as an endorsement of our PhD program, the quality of students we attract, and the department's ability to prepare them for the academic job market.

In recent years we have felt the need to reinforce the departments' strengths in research and our undergraduate teaching. The new initiatives of the Honors Track and the research-oriented elective courses are consequences of this assessment. We will be monitoring the success of these programs in a number of ways: (1) potential research outputs from students; (2) continuation of students in these programs to graduate studies, either at the department itself, or elsewhere.

## **Supporting documents**

**A chart of the academic and administrative organizational structure of the department and its study program/s (including relevant committees and names of senior position holders):**

[Attached File](#)

**A flow chart of the program presenting the process of completing the degree fully. The chart should present the "program at a glance" at all degree levels:**

[Attached File](#)

**Table 4 - The Study Program:****Year 1 - Mandatory courses**

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
BA	BA	Introduction to Mass Communication (A)	Semester	First	3	1.50	1	0	0	0	150	Limor Shifman Associate Professor	
BA	BA	Introduction to Mass Communication (B)	Semester	Second	3	1.50	1	0	0	0	112	Limor Shifman Associate Professor	
BA	BA	Introduction to Social Thought	Semester	First	2	1	0	0	0	0	189	Gadi Taub Senior Lecturer	
BA	BA	Language and Communication	Semester	Second	3	1.50	1	0	0	0	114	Zohar Kampf Associate Professor	
BA	BA	Media Law and Ethics	Semester	Second	2	1	0	0	0	0	137	Moti Neiger Adjunct Professor	
BA	BA	Political Communication	Semester	Second	2	1	0	0	0	0	157	Tamir Sheafer Full Professor / Professor	
BA	BA	Reading and Writing Supervision	Semester	First	1	0.50	0	0	0	0	58	Hadas Schlisel Teaching Assistant A	
BA	BA	Statistics for Communication Students	Semester	Second	2	1	1	0	0	0	80	Tsfira Grebelsky- Lichtman Senior Lecturer of the practice	
MA	Internet & New Media	Internet research: principles and practical tools	Semester	First	3	1.50	1	0	0	0	13	Nicholas John Senior Lecturer	
MA	Internet & New Media	New Media and the Information Age	Semester	First	3	1.50	1	0	0	0	14	Paul Frosh Full Professor / Professor	
MA	Political Communication	Quantative Research Methods	Semester	Second	3	1.50	1	0	0	0	8	Ifat Maoz Full Professor /	

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
	and Psychological Processes in the Digital Age											Professor	
MA	Political Communication and Psychological Processes in the Digital Age	The Theories of Communication (B): Political, Psychological and Digital Aspects	Semester	Second	3	1.50	1	0	0	0	7	Meital Balmas- Cohen Senior Lecturer	
MA	Digital Screens: Communication, Culture and Cinema	Theories of Communication (A) : History, Interpretation and Critique	Semester	Second	3	1.50	1	0	0	0	14	Amit Pinchevski Associate Professor	

### Year 1 - Elective courses

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
BA	BA	Advertising	Semester	First	2	1	0	0	0	0	21	Tovit Shlomi Adjunct Professor	
BA	BA	An Introduction to the Aesthetics of Film	Semester	First	2	1	0	0	0	0	24	Raya Morag Associate Professor	
BA	BA	Connected to Communications - part1	Yearly		2	1	0	0	0	0	11	Maya de Vries Kedem Assistant Teacher	
BA	BA	Critical Perspectives on Journalism	Semester	First	2	1	0	0	0	0	52	Keren Tenenboim- Weinblatt Associate Professor	
BA	BA	Digital Behavior: Psychological aspects, Social	Semester	Second	2	1	0	0	0	1	7	Liraz Margalit Teacher	

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
		media Politics & Digital consumerism											
BA	BA	Editing of Musical Programs for the Radio	Semester	First	2	1	0	0	0	0	48	Shlomo Israeli Adjunct Professor	
BA	BA	Gender in Communication in Old and New Media	Semester	Second	2	1	0	0	0	0	20	Esther Schely- Newman Associate Professor	
BA	BA	History of Communication Media	Semester	Second	2	1	0	0	0	0	65	Amit Pinchevski Associate Professor	
BA	BA	Internet, Social Media and Society	Semester	First	2	1	0	0	0	0	62	Nicholas John Senior Lecturer	
BA	BA	Israeli Film: Identity, Culture and Society	Semester	Second	2	1	0	0	0	0	5	Aner Preminger Associate Professor of the Practice	
BA	BA	Magazine and news writing	Semester	First	2	1	0	0	0	0	12	Gadi Bloom Adjunct Professor	
BA	BA	News Reporting and News Writing: A Workshop	Semester	Second	2	1	0	0	0	0	19	Refael Mann Adjunct Professor	
BA	BA	Online Journalism	Semester	Second	2	1	0	0	0	0	20	Yaakov Netzer Teaching Assistant B	
BA	BA	Political Spokesmanship	Semester	First	2	1	0	0	0	0	22	Baruch Leshem- Lifshitz Adjunct Professor	
BA	BA	Preparing and presenting a brief TV newscat	Semester	First	2	1	0	0	0	0	18	Jasmine Kayni Teaching Fellow 1	
BA	BA	Propaganda: Origins and developments	Semester	First	2	1	0	0	0	0	13	Christian Baden Senior Lecturer	

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
BA	BA	Social media and their social, cultural and political implications	Semester	Second	2	1	0	0	0	0	18	Neta Kligler-Vilenchik Lecturer	
BA	BA	The art of television interview	Semester	First	2	1	0	0	0	0	14	Jasmine Kayni Teaching Fellow 1	
BA	BA	Voice and Camera Performance	Semester	First	2	1	0	0	0	0	16	Mordechai Barcan Adjunct Professor	
BA	BA	WORKSHOP IN SCREENWRITTING	Semester	First	2	1	0	0	0	0	8	Gadi Taub Senior Lecturer	
BA	BA	Writing for Radio , Television and Multimedia	Semester	Second	2	1	0	0	0	0	21	Mordechai Barcan Adjunct Professor	
MA	MA	Advanced methods of textual analysis	Semester	Second	3	1.50	1	0	0	0	6	Michal Hemo Teaching Fellow 1	
MA	MA	Advanced Qualitative and Ethnographic Methods for the Study of Digital Participation	Semester	Second	3	1.50	1	0	0	0	14	Neta Kligler-Vilenchik Lecturer	
MA	MA	Media, emotions and political attitudes	Semester	First	2	1	0	0	0	1	14	Meital Balmas-Cohen Senior Lecturer	

### Year 2 - Mandatory courses

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
BA	BA	Communication Technologies and Society: Historical	Semester	First	2	1	0	0	0	0	102	Amit Pinchevski Associate Professor	

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
		Issues											
BA	BA	Narratives, identities and communication in multicultural society	Semester	Second	2	1	0	0	0	1	24	Yiftach Ron Teaching Fellow 1	
BA	BA	Political Communication in a Comparative Perspective	Semester	Second	2	1	0	0	0	1	12	Lilach Nir Associate Professor	
BA	BA	Research Methods in Communication- Part 1	Semester	First	4	2	1	0	0	0	89	Keren Tenenboim- Weinblatt Associate Professor	
BA	BA	Research Methods in Communication- Part 2	Semester	Second	4	2	1	0	0	0	82	Meital Balmas- Cohen Senior Lecturer	
BA	BA	Social Psychology in Communication	Semester	First	3	1.50	1	0	0	0	82	Meital Balmas- Cohen Senior Lecturer	
BA	BA	Visual Communication: Photography, Film & Television.	Semester	Second	3	1.50	1	0	0	0	87	Raya Morag Associate Professor	
MA	Political Communication and Psychological Processes in the Digital Age	Effective communication as a tool of conflict resolution and negotiation management	Semester	Second	2	0	0	0	0	0	21	Tsfira Grebelsky- Lichtman Senior Lecturer of the prattice	
PhD	PhD	Workshop for Doctoral Students	Yearly		2	1	0	0	0	0	9	Paul Frosh Full Professor / Professor	

## Year 2 - Elective courses

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
BA	BA	Changing Values in Israeli Society	Semester	Second	2	1	0	0	0	0	158	Gadi Taub Senior Lecturer	
BA	BA	Connected to Communication - part2	Yearly		2	1	0	0	0	0	6	Maya de Vries Kedem Assistant Teacher	
BA	BA	Digital : Campaigns and users' behavior	Semester	Second	2	1	0	0	0	0	24	Yifat Mor Teaching Assistant B	
BA	BA	Effective Verbal and Non-Verbal Communication in the Media	Semester	Second	2	1	0	0	0	0	66	Tsfira Grebelsky-Lichtman Senior Lecturer of the pratice	
BA	BA	Ethics and Esthetics - Documentary Cinema and Human Rights	Semester	Second	2	1	0	0	0	1	13	Raya Morag Associate Professor	
BA	BA	Growing up in the digital age: children, youth and media	Semester	Second	2	1	0	0	0	0	17	Neta Kligler-Vilenchik Lecturer	
BA	BA	Humor on the Internet	Semester	Second	2	1	0	0	0	1	10	Limor Shifman Associate Professor	
BA	BA	Intergroup Communication and Dialogue	Semester	First	2	1	0	0	0	0	19	Yiftach Ron Teaching Fellow 1	
BA	BA	Language, communication and peace	Semester	First	2	1	0	0	0	1	21	Zohar Kampf Associate Professor	
BA	BA	Making news: Pluralistic journalism in new and old media	Semester	Second	2	1	0	0	0	0	5	Christian Baden Senior Lecturer	

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
BA	BA	Media Effects	Semester	Second	2	1	0	0	0	0	31	Lilach Nir Associate Professor	
BA	BA	Media Industries and Consumer Culture	Semester	Second	2	1	0	0	0	0	6	Paul Frosh Full Professor / Professor	
BA	BA	Participatory culture and the new media literacies	Semester	First	2	1	0	0	0	1	25	Neta Kligler- Vilenchik Lecturer	
BA	BA	Practicum in communication	Yearly		4	2	0	0	0	0	11	Keren Tenenboim- Weinblatt Associate Professor	
BA	BA	Producing Videoclips with Cinematic-Archival and Visual-Digital Materials	Semester	Second	2	1	0	0	0	0	13	Tobias Ebbrecht- Hartmann Lecturer	
BA	BA	Psychological Influences of Communication in Complex Environment	Semester	Second	2	1	0	0	0	1	10	Meital Balmas- Cohen Senior Lecturer	
BA	BA	Public Opinion in Conflicts	Semester	Second	2	1	0	0	0	0	11	Meital Balmas- Cohen Senior Lecturer	
BA	BA	Television: Social and Culture Issues	Semester	First	2	1	0	0	0	1	12	Paul Frosh Full Professor / Professor	
BA	BA	The Image Crisis in the Media	Semester	Second	2	1	0	0	0	0	64	Zohar Kampf Associate Professor	
BA	BA	The Social Construction of	Semester	Second	2	1	0	0	0	1	25	Moti Neiger Adjunct Professor	

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
		Reality TV											
BA	BA	Tutorial for "Honor" Students	Semester	First	2	1	0	0	0	1	3	Menahem Blondheim Full Professor / Professor	
MA	MA	Digital Methods	Semester	Second	2	1	0	0	0	0	10	Scott Wright Teacher Part- Time 1	
MA	MA	WORKSHOP FOR DOCTORAL STUDENTS	Yearly		2	1	0	0	0	0	6	Paul Frosh Full Professor / Professor	

### Year 3 - Mandatory courses

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
MA	Political Communication and Psychological Processes in the Digital Age	Advanced Issues in Political Communication and Political Participation	Semester	First	2	1	0	0	0	0	11	Neta Kligler- Vilenchik Lecturer	
MA	Political Communication and Psychological Processes in the Digital Age	Communication and Interpersonal Political Strategy	Semester	Second	2	1	0	0	0	0	14	Tsfira Grebelsky- Lichtman Senior Lecturer of the prattice	
MA	MA	Research Approaches and Skills for Graduate students	Semester	First	2	1	0	0	0	1	10	Ifat Maoz Full Professor / Professor	

### Year 3 - Elective courses

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
MA	MA	Advanced Directing Workshop	Semester	First	2	1	0	0	0	0	10	Aner Preminger Associate Professor of the Practice	
MA	MA	Alternative Politics: Youth and Political Participation in the Digital Age	Semester	First	2	1	0	0	0	1	22	Neta Kligler- Vilenchik Lecturer	
MA	MA	Cinema in the eye of conflict	Semester	Second	2	1	0	0	0	1	15	Raya Morag Associate Professor	
MA	MA	Commercial and Political Branding Using Social Media	Semester	First	2	1	0	0	0	0	19	Yuri Genkin Teaching Fellow 1	
MA	MA	Contemporary World Cinema	Semester	First	2	1	0	0	0	1	19	Raya Morag Associate Professor	
MA	MA	Cybersecurity: technology, policy, and politics	Semester	First	2	1	0	0	0	1	10	Dimitry Epstein Senior Lecturer	
MA	MA	Digital media Innovation: Users, advertisers and platforms	Semester	Second	2	1	0	0	0	0	20	Yifat Mor Teaching Assistant B	
MA	MA	Doing Transitional Justice Through Politics, Journalism and Culture	Semester	Second	2	1	0	0	0	1	15	Alexandra Harperi- Micheller Teaching Fellow 1	
MA	MA	From “Waltz with Bashir” to “Foxtrot”: the New Israeli Cinema	Semester	Second	2	1	0	0	0	1	14	Raya Morag Associate Professor	
MA	MA	Global protest	Semester	First	2	1	0	0	0	0	4	Christian Baden	

Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
		communication										Senior Lecturer	
MA	MA	Internet Governance	Semester	Second	2	1	0	0	0	1	5	Dimitry Epstein Senior Lecturer	
MA	MA	Managing Communications' Crisis	Semester	Second	2	1	0	0	0	0	13	Orly Doron Teaching Fellow 1	
MA	MA	Media and Discourse in Political Conflict	Semester	Second	2	1	0	0	0	1	11	Christian Baden Senior Lecturer	
MA	MA	Non- Communication	Semester	First	2	1	0	0	0	1	8	Amit Pinchevski Associate Professor	
MA	MA	Philosophy of Media B	Semester	First	2	1	0	0	0	1	1	Amit Pinchevski Associate Professor	
MA	MA	Politiolical Discourse in the Public Sphere	Semester	First	2	1	0	0	0	1	26	Zohar Kampf Associate Professor	
MA	MA	Popular culture, memes and virality in the digital sphere	Semester	First	2	1	0	0	0	1	26	Limor Shifman Associate Professor	
MA	MA	Privacy, Technology and New Media	Semester	Second	2	1	0	0	0	1	10	Nicholas John Senior Lecturer	
MA	MA	Propaganda Revisited: Political persuasion in social conflicts	Semester	First	2	1	0	0	0	0	6	Christian Baden Senior Lecturer	
MA	MA	Psychology, politics, gender and social networks in intergroup relations and in conflict	Semester	Second	2	1	0	0	0	1	11	Ifat Maoz Full Professor / Professor	
MA	MA	Quantitative textual	Semester	Second	2	1	0	0	0	1	2	Christian Baden	

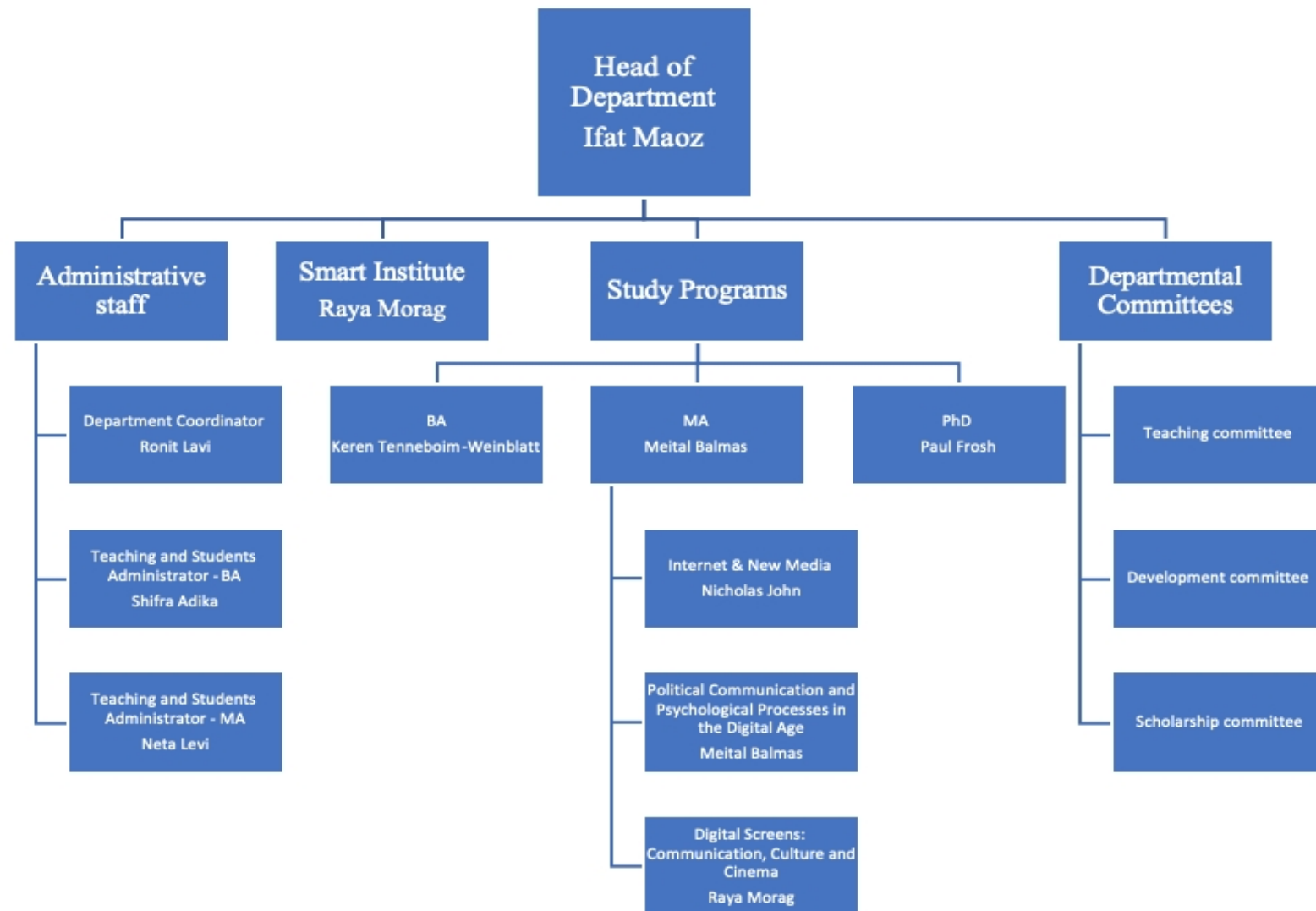
Degree	Track/ Specialization	Course Title	Semester/ Yearly	Semester	Credits\ Weekly hours:	Weekly Teaching Hours					Number of Students	Name + Rank of Lecturer	Comments
						Frontal	Exercise	Online	Laboratory	Seminar			
		analysis										Senior Lecturer	
MA	MA	Sharing: The Keyword of the Digital Age	Semester	First	2	1	0	0	0	1	7	Nicholas John Senior Lecturer	
MA	MA	Speech Acts in the Media	Semester	Second	2	1	0	0	0	1	22	Zohar Kampf Associate Professor	
MA	MA	Terrorism Docudrama: Political Violence, Cinema and Television in the Global Age	Semester	First	2	1	0	0	0	0	11	Tobias Ebbrecht- Hartmann Lecturer	
MA	MA	The Changing Faces of Journalism	Semester	Second	2	1	0	0	0	1	7	Keren Tenenboim- Weinblatt Associate Professor	
MA	MA	The Holocaust, Collective Memory and Cinema	Semester	First	2	1	0	0	0	1	12	Tobias Ebbrecht- Hartmann Lecturer	
MA	MA	Visual Communication and Digital Culture	Semester	First	2	1	0	0	0	0	12	Paul Frosh Full Professor / Professor	
MA	MA	Witnessing and Media	Semester	Second	2	1	0	0	0	1	10	Amit Pinchevski Associate Professor	

**Comments for table:**

**Table 5 - Research projects and number of undergraduate students involved:**

<b>Researcher name</b>	<b>Research projects</b>	<b>Number of undergraduate students</b>
Keren Tenenboim-Weinblatt	Mediating the future: The social dynamics of public projections (PROFECI)	3
Limor Shifman	Election infographics	1
Limor Shifman	Laughing alone, together: local user-generated satirical responses to a global event	3
Neta Kligler-Vilenchik	Information verification on WhatsApp	2
Tamir Sheafer	Computational Solutions for analyzing public discourse	1
Zohar Kampf	Performing Peace: Understanding the Conditions for Achieving the (Re-) conciliatory Consequences of Discursive Actions	1

**Comments for table:**



BA Year	Compulsory courses	Elective courses	Practical workshops	Seminar papers
1	Introduction to Mass Communication (A) Introduction to Mass Communication (B) Political Communication Language and Communication Media Law and Ethics Introduction to Social Thought Statistics for Communication Students Reading and Writing Supervision	Single honors: 11 courses (or 22 credit points) Joint honors: 7 courses (or 14 credit points)	Single honors: 5 workshops (maximum; at least 2) Joint honors: 2 workshops (minimum; at most 3)	
2	Social Psychology in Communication Visual Communication Communication Technologies and Society Research Methods in Communication (A) Research Methods in Communication (B)			
3				Single honors: 2 seminar paper Joint honors: 1 seminar paper

MA Year	Compulsory courses	Elective courses/practical workshops	Seminar papers
1	Internet & New Media <ul style="list-style-type: none"> <li>Foundations of Internet Research</li> <li>Digital Culture and New Media</li> <li>Theories of Communication (A [History, Interpretation and Critique] or B [Political, Psychological and Digital Aspects])</li> <li>Advanced methods course</li> </ul> Political Communication <ul style="list-style-type: none"> <li>Advanced Issues in Political Communication and Political Participation</li> <li>Theories of Communication (B)</li> <li>Quantitative Research Methods</li> <li>Effective communication as a tool of conflict resolution and negotiation management</li> <li>Managing Communications Crises</li> </ul> Digital Screens <ul style="list-style-type: none"> <li>Theories of Communication (A)</li> </ul> Multi-disciplinary track <ul style="list-style-type: none"> <li>Theories of Communication (A or B)</li> <li>Advanced methods course</li> </ul>	Internet & New Media: 8 (or 16 credit points) Political Communication: 8 courses (or 16 credit points) Digital Screens: 10 courses (or 20 credit points) Multi-disciplinary track: 11 courses (or 22 credit points)	2 seminar papers
2			

## **5.1.2 Training and field work**

### **5.1.2.1 Describe the training/field work required in the program (Including its contents and scope)**

The program consists of two main components:

1. An internship of minimum 120 hours in a communication organization (e.g., Channel 12, Israeli Public Broadcasting Corporation) or in a communication unit within an organization (e.g., PR and social media units). The specific nature of the internship varies depending on the type of organization, its specific needs, and the capabilities and skills of the intern, but the program management assures that the internships are meaningful and meet the program's standards (see below).
2. An annual academic course that accompanies the internship experience, from the placement process in the beginning of the year to the presentation and submission of a final academic project related to the internship at the end of the year. During the year, the course includes theoretical and methodological lectures related to communication organizations and how to study them, lectures and workshops focusing on skills related to the job market and career development (e.g., resume writing, preparing for job interviews, networking, entrepreneurship), round tables (meetings in small groups of interns to discuss experiences and projects), and several tours.

### **5.1.2.2 Describe the process for choosing places for training, including the responsible bodies in the institution/faculty/department, as well as the processes taking place to ensure the quality of the training provided (such as staff and facilities):**

The internship program at the Department of Communication and Journalism is part of the internship program of the Social Sciences Faculty. At the Faculty level, the program includes an academic manager (currently, Prof. Keren Tenenboim-Weinblatt from the Department of Communication and Journalism, who also teaches the department's internship course), a coordinator (currently, Naama Weiss, PhD student at the Department of Communication and Journalism) and a management committee, consisting of three faculty members (program managers and two other faculty members, representing different departments that take part in the program). The main role of the committee is to approve (or reject) new internships before the beginning of the academic year. At the departmental level, the course lecturer, with the assistance of the program coordinator, are responsible for overseeing the internship process during the academic year.

Internships are inserted into the program based on the initiative of either the program management/lecturers (who identify and contact relevant organizations) or the organizations themselves. In both cases, the organizations fill out a form that describes the organization and provides details on the internship (responsibilities and tasks of the intern, location, etc.) and on the person within the organization who is responsible for the mentoring of the intern. About a month before the beginning of the academic year, the program coordinator sends the collated forms to the management committee. The committee reviews the internships, asks for additional information if needed, and approves only internships that fit the goals of the program and have the appropriate infrastructure for the internship. Organizations that were already accepted

into the program in previous years generally do not need to be reapproved. However, they still need to fill out the internship form (which is then included in the internship booklet distributed to the students), and if there are changes in the parameters of the internships, or other sources of concern, the committee revisits these internships.

The selection of internships for the upcoming year is sent to the students, who rank and justify their preferred internships. The process of placing students in internships is based on reviewing students' priorities and CVs, interviews with the students by the course lecturer, and interviews by the organizations.

During the year, the quality of the internships is assessed based on continuous communication with the students and the organizations, and on two reports by the students. In rare cases where internships are not on the right track and attempts at fixing the situation do not work, students are shifted to a different internship.

### **5.1.2.3 Describe the methods applied to evaluate training/field work. What kind of feedback is given to the students?**

The grade for the internship course consists of the following components:

- Fulfillment of the internship obligations, including ongoing updates on the number of hours done so far and submission of two internship reports (15% of the final grade); In addition, the mentors in the organizations are responsible for giving the interns feedback during the year. The Program Coordinator also receives feedback from the organizations during the year (as part of the ongoing communication between the coordinator and the organizations), and if needed, informs the intern on this feedback.
- Active participation in the course sessions, research proposal (for a project related to the internship placement), summary of the project for a poster booklet, oral presentation of the project in class, final paper (85% of the final grade); The students receive close supervision and detailed feedback for each stage of the project.

**Table 6 - List of places of training:**

<b>Place of training</b>	<b>Number of students</b>	<b>Comments</b>
Channel 12 News	2	Production and research for the channel's weekend newscasts
Greenpeace Israel	1	Media relations
Israeli Public Broadcasting Corporation (Kan)	3	Internships in Kan's radio unit (assisting in production and research)
Jerusalem Cinematheque	1	Education unit
Movement for Quality Government in Israel	1	Social media management

<b>Place of training</b>	<b>Number of students</b>	<b>Comments</b>
Municipality of Jerusalem	1	Communication with East Jerusalem's citizens (primarily through social media)
The Second Authority for Television & Radio (a regulatory body)	1	Project on accessibility challenges and solutions (for TV)

**Comments for table:**

### **5.1.3 Internationalization**

#### **5.1.3.1 What is the international strategy of the institution? How is it reflected in the mission and goals of the department/study program?**

Our international strategy is to be among the leading departments of communication in the world. This requires us to create and maintain short and long term relationships with researchers, research groups and departments at other leading universities.

There are three strands to the way we seek to achieve this goal. The first is collaborations based around mutual research interests. From the faculty members' CVs and from section 5.6.1 below, the scope of faculty members' collaborations with overseas scholars can be clearly seen. The second strand involves collaborations in both teaching and research with particular departments with which we have closer relationships. Examples include the Free University in Berlin and the University of Mainz. Thirdly, there is an ongoing tradition of faculty involvement at leadership levels of international communication organizations (see more in section 5.6.1 below).

For phd students we offer masterclasses with scholars who visit us to give talks or for longer stays. We also actively support graduate students' participation in international conferences in a number of ways. PhD students are encouraged to participate in presentation rehearsals at the doctoral colloquium, for instance. In addition, the department provides some financial support for students participating in international conferences.

#### **5.1.3.2 List the international features of the department/study program, if such features exist:**

The department has always prided itself on its relations with leading scholars from outside Israel. We shall present more on international research collaborations below. In this section we outline some of the international features of the department.

The department regularly hosts visiting scholars on sabbatical visits and as guests for short stays. In 2019 alone, these included:

Prof. Michael Tomz, Stanford University

Prof. Ruth Page, University of Birmingham

Prof. Giseline Kuipers, University of Amsterdam

Prof. Paddy Scannell, University of Michigan

Prof. Jessica Katz Jameson, North Carolina State University

Prof. Peter Selb, University of Konstanz

Prof. Scott Wright, Melbourne University

In 2016, the department held two 50th anniversary conferences, at which keynote lectures were given by Professor Lilie Chouliaraki (LSE), Professor Zizi Papacharissi (University of Illinois at Chicago), and Prof. Jon Krosnik (Stanford).

The department also holds an annual Blum-Kolka Lecture in memory of the late Prof. Shoshana Blum-Kolka. This involves an overseas guest giving a public lecture, and also giving master classes for our graduate students. The following is a list of the guests so far:

2015: Prof. Martin Montgomery, University of Macau

2016: Prof. Joanna Thornborrow, University of Western Brittany, France

2017: Prof. Theo van Leeuwen, University of Technology, Sydney

2018: Prof. Jonathan Culpeper, Lancaster University

2019: Prof. Ruth Page, University of Birmingham

In 2020 and 2021 the event was cancelled due to the pandemic.

The Smart Institute for Communications (on which more below) regularly supports and runs conferences with speakers from overseas. In recent years these have included:

Prof. Joshua Meyrowitz

Prof. Scott Althaus

Prof. Robert Entman

Prof. Mark Tessler

Prof. Khalil Shikaki

Prof. Bill Nichols

Prof. Harvey E. Goldberg

Prof. Michael Baynham

Prof. Gonen Dori-Hacohen

Prof. Cathy Caruth

A number of faculty have international PhD students and post-doctoral fellows. In 2018-19 the department had an international PhD student and three international postdoctoral fellows. The following year two additional international PhD students started their studies at the department, and an additional postdoctoral fellow joined as well.

The department encourages students to participate in student exchanges, led by Dr. Tobias Ebbrecht-Hartmann, who was appointed as Department Coordinator for International Exchange in 2016. In 2018-19, three BA students spent a semester abroad at universities in Germany (Free University of Berlin, Phillips - University of Marburg and University of Konstanz).

**Table 7 - Student Mobility:**

**Please fill in data comparing inbound and outbound student mobility, referring to degree level and country of origin/destination**

**Overall number of students in the program: 3**

Degree	Country of Origin/Destination	Inbound	Outbound	Studying duration
BA	Germany		3	1 month - 1 semester
Total Number:				
Percentage:				

**Comments for table:**

In 2018-19, three BA students spent a semester abroad at universities in Germany (Free University of Berlin, Phillips - University of Marburg and University of Konstanz).

## **5.2.1 Teaching**

### **5.2.1.1 List the institutional Quality Teaching activities offered: training of new and existing faculty (including adjunct faculty), support for teaching technologies, etc.:**

The university offers a two-day teaching workshop (at least 14 hours long) for new faculty. The Faculty of Social Sciences also provides one on one advising sessions for new faculty as well as workshops in time management, grant writing, and professional development. In addition, new lecturers are assigned a mentor from the senior faculty, who assists them in the initial stages of their academic career.

With the rapid pivot to online teaching in the second semester of the 2019-2020 academic year, the university started offering a series of workshops and courses to prepare faculty for the challenges of online teaching. These included sessions on how to plan online courses, how to teach via Zoom, how to evaluate, and how to ensure a meaningful learning experience for the students.

### **5.2.1.2 Teaching regulations and information: list the regulations that address student-faculty relations in terms of teaching obligations (deadlines and schedules, availability, etc.), regulations regarding content and publication of syllabi (including the coursework and grading structure), and the mechanism for publishing and disseminating the information to students:**

There are institutional guidelines for teaching procedures. The Teaching and Study Procedures Regulations (NHL) are published on the University's website, which is accessible to all university students and is published in Hebrew, Arabic, and English.

There is an established and regulated mechanism for updating curriculum and syllabi. Each course at the university has an updated syllabus in conjunction with the publication of each course in the course catalog as well as in the teaching management system - Moodle.

There is a computerized system for updating and controlling all syllabi at the Hebrew University. Each syllabus includes, among other things, scope, objectives, learning outcomes, methods of study, bibliography, and evaluation methods in the course. This mechanism operates according to predetermined schedules, with the guiding principle being that the course syllabus and its assignments cannot be altered beyond the period of change in which the student can change his/her registration for the course (generally two weeks from the course opening). The Associate Dean of Teaching is also in charge of addressing individual student's concerns and collaborates with the chair and the head of the BA to give prompt responses.

### **5.2.1.3 Teaching surveys: describe the institutional system (frequency, percentage of courses addressed, the process of evaluation, responsible bodies for feedback and follow-up, etc.):**

The Hebrew University, the Faculty of Social Sciences and the Department of Communication and Journalism place considerable importance on the quality of teaching. At the end of each semester, students are asked to fill out online evaluations for every course they have taken (the course and the lecturer are evaluated separately). These evaluations are taken very seriously at both the university and faculty levels. The students' evaluations for each course and lecturer are available to students as part of the course description in the course catalog. Outstanding teachers are awarded letters of commendation from the Rector and the Department Chair, and their names are publicized by the University on Outstanding Teacher posters that are hung in each department. The best teachers are also awarded a prize from the Rector.

If students grade a course 6 or less (out of 9), the department chair or other senior faculty member examine the problems of the course and give recommendations on how to improve it. In addition, a workshop is offered annually for teachers with poor student evaluations, in an attempt to improve their teaching skills. The Dean and the Chair follow up with such teachers and assess the improvement in their teaching. Teaching skills are an important factor in faculty promotion and are seriously considered by promotional committees for all levels of promotion. In cases of promotion with tenure, a senior colleague attends a lecture given by the candidate and submits a teaching skills report to the promotion committee.

## 5.2.2 Learning Outcomes

### 5.2.2.1 How were they set and where are they stated?

Learning outcomes for each course are set by the lecturer for each course. They are stated in the course description and syllabus that are accessible to all students.

At the level of the degree, the department's teaching committee discusses the desired learning outcomes. The department's website states these desired outcomes in its information for prospective students.

**Table 8 - List the program's Intended Learning Outcomes (ILO):**

Degree	Track	ILO
BA		<p>Studies are intended to afford students' understanding of theoretical and empirical aspects of the media and political behavior; psychology and communication; public opinion and the influence of the media; journalism and its digital instantiations; visual culture (film, TV, photography); the history and philosophy of communication technologies; the media industry and consumption culture; language, discourse and communication; and online social networks and digital culture.</p> <p>Upon completing their degree, students should be able to think critically about the place of the media and the importance of processes of communication in contemporary society; they should have the ability to consume and process academic information in order to extract what is most important from it; they should be able to evaluate quantitative and qualitative research outputs, and conduct small research projects of their own.</p> <p>In addition, students completing the honors track should have a deeper acquaintance with current theoretical and methodological trends in advanced communication research, and the ability to produce, present and defend initial research proposals.</p>
MA	Internet & New Media	<p>Studies in the Internet and New Media track are intended to provide students with up-to-date understanding of and familiarity with theories and research practices around the place of new media and digital communication in contemporary</p>

<b>Degree</b>	<b>Track</b>	<b>ILO</b>
		<p>society and culture. They are also intended to afford students practical tools for working with new media in non-academic workplace settings.</p> <p>Upon completing their degree, students should be able to evaluate and critique theories of new media and society; they should be able to integrate theories from a range of schools and scholars; and, depending on their chosen methodological specialties, they should be able to plan and implement a substantial research project.</p>
MA	Political communication and psychological processes in the digital age	<p>Studies in the Political Communication track are intended to provide students with up-to-date understanding of and familiarity with theories of political communication and of psychological processes in media and communication, as well as with high proficiency in diverse research methods including media-lab or online experiments, public opinions surveys, computerized and human content analysis and big data analysis. Students in the program also acquire practical skills for working in non-academic professional settings including media and political consultancy, political media strategists, digital political marketing and management of media crises. Upon completing their degree, students should be able to evaluate and critique theories of political communication and of psychological processes in media and communication; they should be able to integrate and synthesize theories from a range of approaches and scholars; and, should be able to plan and implement a substantial independent research project applying their methodological expertise to address relevant theoretical questions.</p>
MA	Digital screens: communication, culture and cinema	<p>Studies provide students with an in depth understanding of theories and research relevant to the analysis of visual culture and cinema in contemporary contexts. Upon completing their degree, students should be familiar with core literatures and concepts of cinema, photography and digital visual culture; they should be able to integrate and critique theories from diverse</p>

Degree	Track	ILO
		schools; and they should be able to implement and write a substantial research project.
PhD		<p>The PhD program is intended to prepare students to enter the academic workforce by equipping them with the skills of a mature researcher.</p> <p>Upon completing their degree, students should be able to integrate large bodies of theoretical literature; plan and carry out a large-scale research program; and write academic articles and conference submissions independently. They should also have an understanding of the workings of academia and have the beginnings of an academic network.</p>

**Comments for table:**

#### **5.2.2.2 Who writes and grades the examinations and exercises? How is their validity assessed?**

Examinations and exercises are written by the course instructor, sometimes in consultation with teaching assistants, where relevant. Depending on the size of the course, examinations and exercises are graded either by the course instructor or teaching assistants.

#### **5.2.2.3 Who grades the written assignments? Describe the methods applied for the evaluation of written assignments and projects. What kind of feedback, apart from the grade, is given to the students?**

Written assignments are generally graded by the course instructor, other than in very large elective courses, where a teaching assistant may grade written assignments. Methods for evaluating written assignments and projects are made clear to students ahead of submission. While they may vary by course, they include: evaluation of depth of understanding of the theoretical material; ability to implement the theoretical material in relation to case studies; the use of appropriate methods (where relevant); the logic and structure of the work. Course instructors provide written feedback in the form of comments on the paper itself, or via the course management system (Moodle), or via email directly to the students.

#### **5.2.2.4 Any other methods applied to measure the achievements of the students:**

Courses may include grade elements that reflect students' participation in class, or the level of their presentation of an article from the course reading list.

#### **5.2.2.5 In summary, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Are the ILOs achieved by the students?**

In general, exams are imperfect measures of the ILOs and as such are limited in what they can achieve; it is not by chance that there has been a shift towards alternative methods of evaluation, such as take-home exams and additional assignments during the semester.

Seminar papers (and research theses, where applicable) provide a more personal, if subjective, measure of the extent to which students have achieved the learning outcomes expected of them.

In the applied areas, we obtain feedback from practicum sites to assess the skills attained by the students.

Slightly more impressionistically, faculty members who teach MA courses find that students who graduated with a BA from the department are very well equipped for graduate studies. Likewise, PhD students who graduated with an MA from the department tend to be fully prepared for the kind of work that doctoral research demands, regardless of the field in which they are working.

### **Supporting documents**

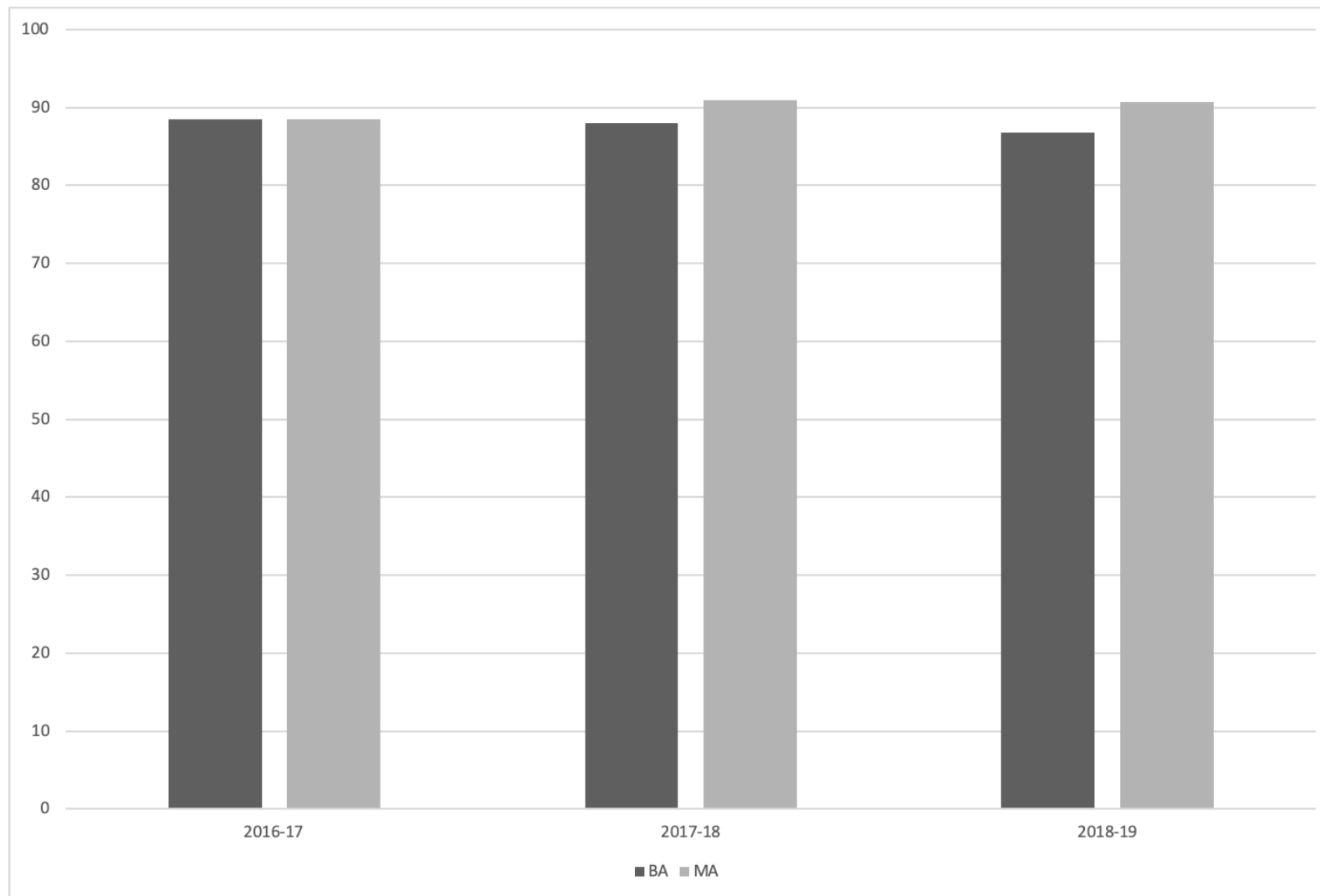
#### **Histogram: distribution of the final grades over the last three years (in all degree levels):**

[Attached File](#)

**Table 9 - Method of examination and the percentage of its use in the program:**

<b>Method of examination</b>	<b>Percentage of its use in the program</b>
Assignments	39
End of year written/oral examination	18
Other	27
Participation in Tutorials	36
Presentation	29
Project work	51
Quizzes	3
Reports	11
Research project	8

**Comments for table:**



## **5.3 Students**

### **5.3.1 Admission and Graduation**

#### **5.3.1.1 How are the admission criteria to the program decided upon?**

Admission criteria are decided upon through joint discussions between the faculty and the university. These discussions produce a cut-off point above which students will be accepted to the program. Factors relevant to these discussions include demand for the program in previous years, the department's capacity, and longer term strategy concerning the desired size of the department.

#### **5.3.1.2 Describe the policy of affirmative action within the program:**

At undergraduate level, affirmative action policies are determined by the university. Ethiopian and Arab applicants can submit special requests for affirmative action when enrolling in the department, though it is the university, not the department, that decides whether to approve or deny their request.

The classes offered in Arabic (see Section 5.1.1.3 above) convey a message to Arab candidates that the department encourages them to apply. The teacher and teaching assistant for this class participate in university open days for Arab candidates.

In recent years, efforts have been made – with some success – to encourage Haredi applicants to the MA program.

#### **5.3.1.3 Describe the selection and admission process, the criteria of advancement from year to year and for completion of studies, including the requirements for being entitled to receive an academic degree:**

##### **BA**

Candidates apply for admission to the department through the university's online admission system. If they meet the acceptance criteria, they are admitted to the department. These criteria include a combination (but not necessarily including all) of the candidate's High School Diploma (or Tawjihi, for Arab students from East Jerusalem whose school followed the Jordanian curriculum) and psychometric score.

In order to advance from the first year to the second year, students must pass all first-year mandatory courses with a minimum grade of 60.

In order to advance from the second year to the third year, students must pass all second-year mandatory courses with a minimum grade of 60.

In order to receive a degree, students must complete 60-61 Credit Points (56-57 Credit Points in communication + 4 Cornerstone program Credit Points) with a minimum average of 60 and write a seminar paper.

## MA

Candidates apply for admission to the department through the university's online admission system. They are required to show an average of at least 85 in the BA studies, or 83 if they have at least two years of relevant employment experience. In addition, they must write a personal statement outlining their motivations for applying. Students who do not meet these criteria may request consideration by the admissions committee, comprised of the MA advisor, the Head of Department, and the advisor of the MA concentration to which the candidate wishes to apply.

Students who wish to be accepted to the research track must achieve an average of 90 in first year compulsory courses, and a grade of 90 in both of their seminar papers.

In order to receive a degree, students must complete 36 Credit Points with a minimum average of 60, and write two seminar papers.

### 5.3.1.4 Describe the department's policy regarding dropping out:

The department keeps a close eye on students who are struggling with their studies and actively reaches out to them to ensure they are aware of all the forms of assistance they are entitled to.

## Supporting documents

**Histogram: the range of psychometric test scores (or the equivalent) and the range of matriculation averages of the students that were admitted to the program in the last five years:**

[Attached File](#)

**Table 10 - Entry requirements/criteria for the program (first degree and advanced degrees including "on probation" status)**

Degree	Requirements for the program	Status
BA	Either a high school matriculation average of 10, or a psychometric score of	Admitted
MA	An average of 85 in the candidate's BA studies, or 83 if the candidate has two years of relevant work experience.	Admitted
PhD	An average of 90 in the candidate's MA studies and a score of 90 for their MA thesis, and finding a supervisor	Admitted

Degree	Requirements for the program	Status
	from among the department's faculty.	

**Comments for table:**

**Table 11 - Number of students admitted and studying in the program in the last 3 years, divided by degree level**

Degree	Applicants			Admitted			Admitted on probation			Enrolled			Total number of students in the program (all years)		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
BA	316	293	260	196	159	167	0	0	0	124	93	116	358	327	301
MA	75	65	64	22	28	14	25	57	20	38	35	29	68	65	64
PhD	9	7	5	7	5	5	0	0	0	6	5	5	42	41	40

**Comments for table:**

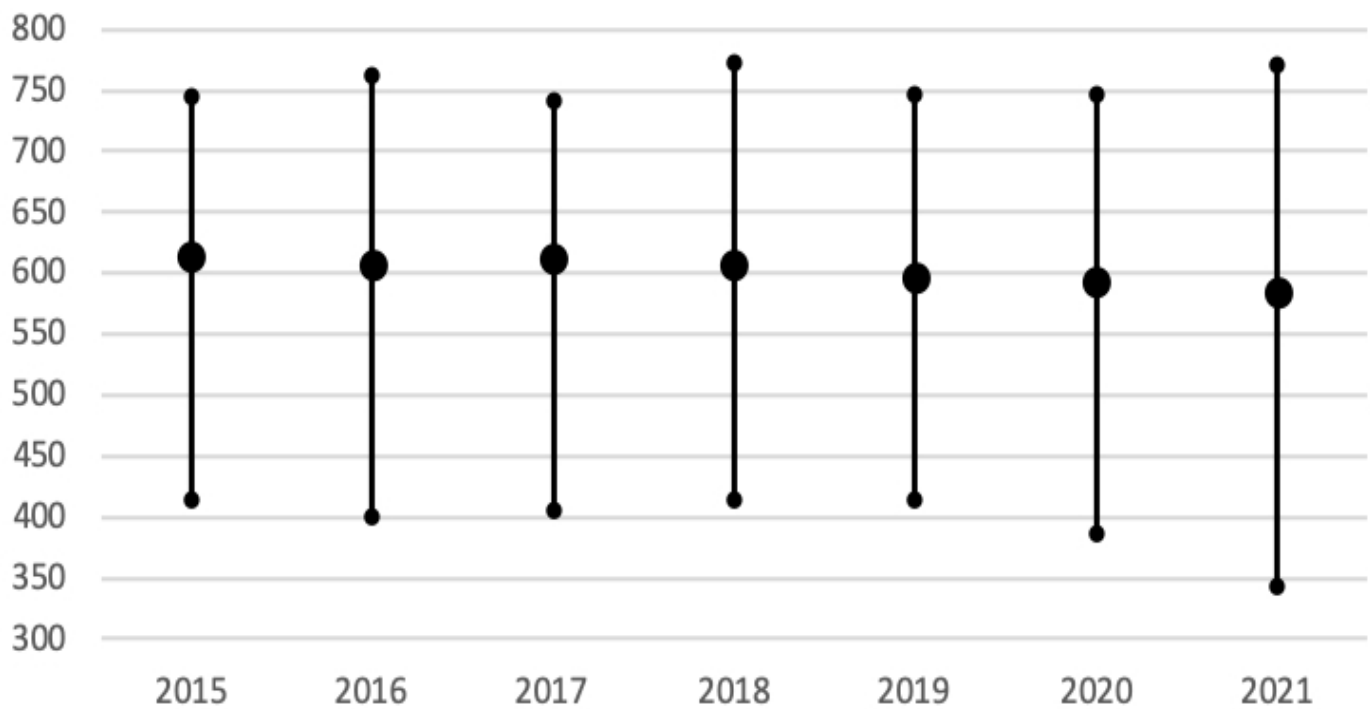
**Table 12 - Student Dropout Rate**

**Number of students who graduated from the program in the indicated cohorts, referring to time to graduation and number of those who did not graduate.**

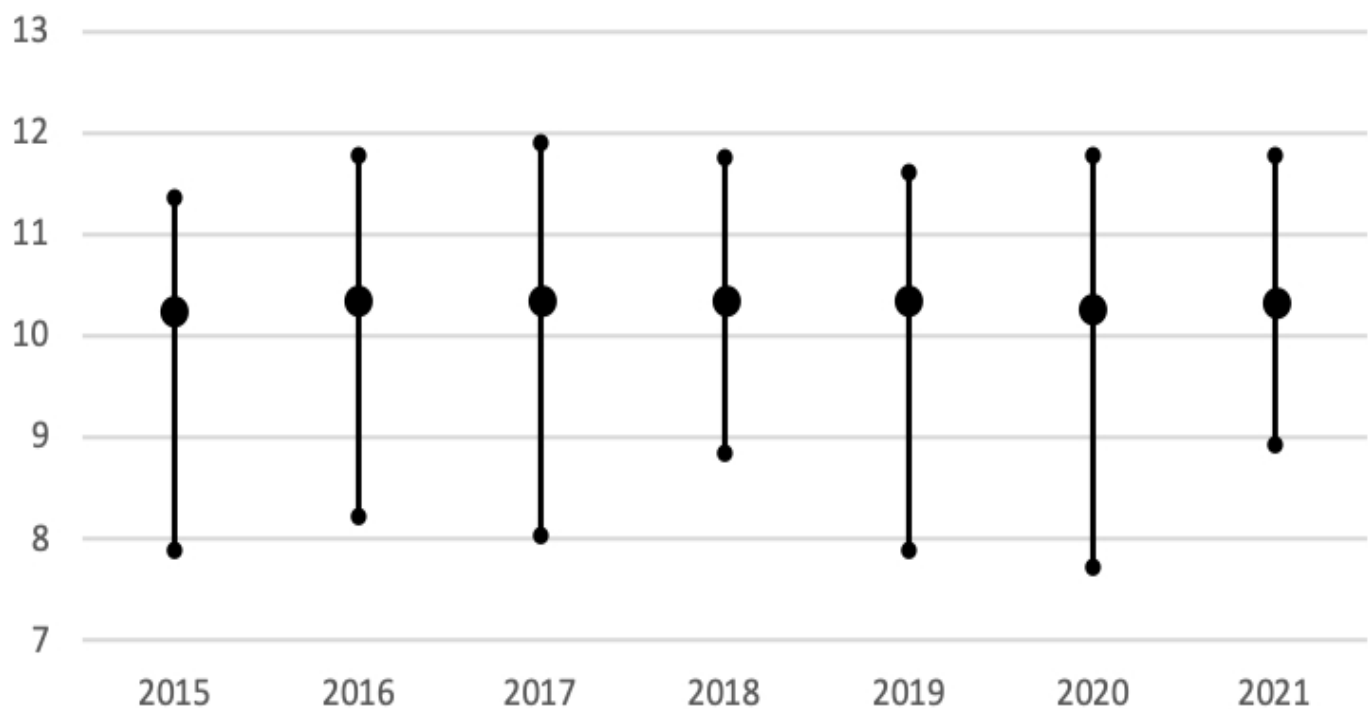
Degree	Study program / track	Cohort	The normative timeframe of the degree	Number of students who started in the program	Number of students who graduated within the normative timeframe of the degree	Number of students who graduated within one more year than the normative timeframe of the degree	Number of students who graduated within more than one year than the normative timeframe of the degree	Number of students who did not graduate / drop out
BA	BA	2012/13	3	134	84	20	13	17
		2013/14		138	88	20	12	18
		2014/15		132	86	20	9	17
		2015/16		122	68	26	4	24

**Comments for table:**

## Minimum, Maximum and Average Psychometric Scores



## Minimum, Maximum and Average Matriculation Scores



## 5.3.2 Graduate Studies

### 5.3.2.1 Specify the structure of the graduate program (MA and PhD), including official and de facto period for completion, and the mechanism for monitoring students' progress:

#### MA

The MA program is a two-year degree program. It requires that students attain 36 credit points: 28 of these come from courses, with the remaining eight awarded for two seminar papers. Studies are comprised of a number of compulsory courses – depending on the student's particular specialization – and elective courses, including workshops. It is possible to write a thesis within the framework of the degree. Compulsory courses include one of two advanced theory courses, one of three advanced methods courses, and concentration-specific compulsory courses. Nearly all elective courses are open to all MA students, creating meeting places for the exchange of ideas and approaches among students from different concentrations. The MA program offers three specializations – *Internet & New Media* ; *Political Communication and Psychological Processes in the Digital Age*; *Digital Screens: Communication, Culture & Cinema* – and a multi-disciplinary option.

The official period for completion is two academic years; de facto completion rates are very close to this.

Students are able to join the research track if their grades are suitably high, and if they attain the approval of a member of the permanent faculty to supervise their thesis research. Such students take a course dedicated to thesis writing. Research track students are required to submit their thesis by the end of the calendar year of their second year of MA studies.

#### PhD

Students are required to complete 12 credit points during their studies, and to submit their dissertation by the end of the fifth year of their studies. Milestones set by the Authority for Research Students serve as a mechanism for ensuring students' progress (submitting a proposal within 18 months of starting one's studies; submitting the dissertation within 5 years). Other, less formal mechanisms are implemented by supervisors (see below).

### 5.3.2.2 Describe the policy regarding advising graduate students:

The mutual relations and obligations between supervisors and doctoral students are guided broadly by the framework set out in the 'Rules for Supervising Graduate Students at the Hebrew University' published by the Hebrew University's Authority for Research Students in March 2021. On admitting a new doctoral candidate, the department's doctoral committee (consisting of tenured department faculty and chaired by an experienced Associate or Full Professor) approves the selection of a supervisor. At the end of Stage A, when the student submits a research proposal, the same committee is asked to approve the student's advisory dissertation board. The department does not allow untenured faculty to supervise doctoral students, unless it is in partnership with a senior co-supervisor. The internal dynamics of the supervision process are defined by the supervisor in dialogue with the student

In addition to their supervisor(s), PhD students also gain from the expertise and knowledge of their committee. Doctoral committees are comprised of two or three academics, at least one of whom is external to the department, who provide feedback and input that go beyond the expertise of the supervisor(s).

#### **5.3.2.3 List the mandatory/elective courses that provide and teach research/soft skills:**

50999

Research Approaches and Skills for Graduate Students

50812

Quantitative Research Methods

50069

Quantitative Textual Analysis

50768

Advanced Qualitative and Ethnographic Methods for the Study of Digital Participation

50040

Internet Research: Principles and Practical Tools

50071

Advanced Methods of Textual Analysis

54707

Approaches and Skills for Conflict Management and Conflict Resolution

50972

Managing Communications' Crisis

50974

Commercial and Political Branding Using Social Media

50065

Digital Media Innovation: Users, Advertisers and Platforms

50817

Effective Communication as a Tool of Conflict Resolution and Negotiation Management

50045

Communication and Interpersonal Political Strategy

50792

Advanced Directing Workshop

50860

Workshop For Doctoral Students

**5.3.2.4 Is there a departmental seminar?**    ☒ Yes   ☐ No

**Do graduate students participate in it?**

All graduate students are invited to the departmental seminar. PhD students are expected to attend.

#### **5.3.2.5 Describe the financial support system available for graduate students:**

MA and PhD students comprise the body of teaching assistants. The department attributes importance to hiring these students, both as part of their socialization into academia, but also because it enables the department to support them financially. In addition, the department hires students for various administrative positions, such as running the department's social media presence, or managing the Smart Institute.

#### **MA**

Students on the Rector's or Dean's list for their BA studies who continue directly into MA studies are awarded a 10,000 NIS scholarship.

The department awards modest scholarships to students writing a thesis, dependent on available funds. Students who are making good progress on their thesis are eligible for a one-time grant of 5,000 NIS. In addition, the faculty offers a completion grant for students who submit their research proposal and thesis drafts according to pre-set milestones.

#### **PhD**

PhD students are encouraged to apply for scholarships offered both by the university and external institutions. The department provides assistance for students who otherwise lack funding. This funding takes the form of two stipends: one when the student is in Stage A of their studies, and one when they are in Stage B. These stipends stand at 12,000 NIS per year for Stage A (1 year stipend), and 18,000 per year for Stage B (stipend given for 3 years).

The department also provides matching funds – usually 30-50% – of the money awarded to its students who have won large competitive university scholarships, such as the President's Scholarship. Currently there are 8 such students. Finally, through the Smart Institute, grants for excellence of between \$7,000 - \$10,000 are awarded to 2-3 doctoral students in their third and fourth years.

### **5.3.3 Student support services - institutional and departmental**

#### **5.3.3.1 Describe the system of academic counselling for students before and during the period of study (including reference to the structuring and approval of the study curriculum):**

Once they are registered and accepted into the program, a 2nd or 3rd year student gets in touch with new students to answer their questions regarding the study program, courses, lecturers etc. At the beginning of registration, the BA counselor advises students on structuring their curriculum. The administrative staff are also available by e-mail, phone or office hours and assist with questions regarding registration. The department also holds an orientation day.

The university operates a mentoring program, whereby each member of faculty serves as a contact point for a number of 1st year BA students. Faculty members meet with their mentees once or twice during their first year, and then according to need.

For MA students the situation is similar: the concentration advisors and the department's administrative staff assist students in building their study program

#### **5.3.3.2 Do students with special needs receive special support?    ☒ Yes   ☐ No**

##### **Please specify:**

The BA counselor helps find solutions for students with special needs, mostly by directing them to the appropriate faculty and university services, making sure they receive the support they need (psychological support, center for the blind etc.). The counselor also makes sure that students with language difficulties receive the adjustments conditions they are entitled to. In recent years, the Faculty of Social Sciences established a new post for a BA advisor that meets with students with difficulties and who might drop out.

There are a number of facilities available for Hebrew University students with special needs. This description is available for students on the Web (<https://en.studean.huji.ac.il>). The services provided are for a number of different issues including: Students with physical disabilities, students with learning disabilities, blind students and students with impaired vision, students with hearing disabilities, and psychological counseling.

#### **5.3.3.3 Describe the types of financial assistance available for students (outstanding and with financial difficulties):**

The university's administration allocates financial resources to assist students who have difficulty financing their tuition. The Financial Aid Unit grants scholarships, on the basis of financial need, to undergraduate students and graduate students studying for an M.A. Eligibility for a scholarship is determined on the basis of students' financial standing and academic achievements. Student scholarships are allocated from the university administration. The amount allocated to scholarships ranges between NIS 1,500 and NIS 5,000/month.

#### **5.3.3.4 Describe the institutional mechanism to address student complaints regarding teaching (its activity, accessibility, and how its activity is publicized to students):**

The Hebrew University's teaching policies and procedures include instructions for students who wish to complain "about a breach of teaching and study procedures" (Clause 19.2): "The complaint should be submitted in writing to the party responsible for the breach of University or faculty procedures (e.g. the teacher, head of the teaching program, the teaching secretariat)." Students also have the right to send an appeal to the university's ombudsman. In addition to these formal procedures (published on the university's website), at the beginning of every year the head of department, BA counselor, and Dean (or Vice Dean) speak with the cohort of first year students and lay out the various means through which the department and faculty can be contacted in case students have complaints or questions about teaching. The BA advisor, BA faculty coordinator and chair are also available for addressing any issues or concerns. The Head of Department - often accompanied by relevant degree program advisors - holds meetings at least once a semester with the department's student representatives to discuss issues of mutual concern.

#### **5.3.3.5 Describe the counselling and assistance provided to students regarding job placement (including collaboration with employers and the employment market):**

Students can meet with the BA counselor to have informal advisory meetings regarding future job options. The student committee in communication also provides support for their fellow students regarding this matter. The opportunity to intern with a company in the field of communication also serves as an opportunity for students to learn about the job market and enhance their employment possibilities.

### 5.3.4 Alumni

#### 5.3.4.1 How does the institution and/or the department maintain contact with their alumni?

The institution has a very active Alumni Association (<https://alumni.huji.ac.il/book/english>). The Hebrew University Alumni Association runs numerous activities each year, such as academic lectures, study programs, cultural programs, professional conferences, and exclusive meetings with policymakers, entrepreneurs and company executives. In addition, the university has a network of 27 overseas "Friends of the Hebrew Universities" organizations (<https://campaign.huji.ac.il/friends>).

At the departmental level, we do not maintain direct contact with alumni, though there is a desire to forge closer ties between the department and our alumni. The department's Facebook page currently serves as a place where alumni can receive updates about the department's activities.

**Table 13 - Integration of alumni into the labor market:**

Sector	Job Description	Time until graduate found employment	Comments

#### Comments for table:

We do not have data on this.

**Table 14 - The number of students that continue their studies to advanced degrees or other areas:**

Degree level	Area	Number of Students	Year	Comments
MA	Communication & Journalism	37	2015	
MA	Business School	27	2015	
MA	Faculty of Social Sciences	17	2015	Not including Communication & Journalism

Degree level	Area	Number of Students	Year	Comments
MA	Faculty of Humanities	4	2015	
MA	Faculty of Law	3	2015	
MA	School of Social Work	1	2015	
MA	Communication and Journalism	34	2016	
MA	Communication & Journalism	29	2017	
MA	Communication & Journalism	24	2018	
MA	Communication & Journalism	15	2019	
MA	Business School	16	2016	
MA	Business School	15	2017	
MA	Business School	10	2018	
MA	Business School	16	2019	
MA	Faculty of Social Sciences	23	2016	
MA	Faculty of Social Sciences	16	2017	
MA	Faculty of Social Sciences	8	2018	
MA	Faculty of Social Sciences	9	2019	
MA	Faculty of Humanities	5	2016	
MA	Faculty of Humanities	5	2017	
MA	Faculty of	5	2018	

<b>Degree level</b>	<b>Area</b>	<b>Number of Students</b>	<b>Year</b>	<b>Comments</b>
	Humanities			
MA	Faculty of Humanities	4	2019	
MA	School of Law	2	2016	
MA	School of Law	3	2017	
MA	School of Law	2	2018	
MA	School of Law	1	2019	
MA	School of Social Work	1	2016	
MA	School of Social Work	0	2017	
MA	School of Social Work	0	2018	
MA	School of Social Work	1	2019	
MA	Faculty of Sciences	0	2015	
MA	Faculty of Social Sciences	0	2016	
MA	Faculty of Social Sciences	0	2017	
MA	Faculty of Social Sciences	0	2018	
MA	Faculty of Social Sciences	1	2019	
PhD	Communication & Journalism	14	2015	
PhD	Communication & Journalism	14	2016	
PhD	Communication & Journalism	16	2017	
PhD	Communication &	15	2018	

<b>Degree level</b>	<b>Area</b>	<b>Number of Students</b>	<b>Year</b>	<b>Comments</b>
	Journalism			
PhD	Communication & Journalism	18	2019	
PhD	Faculty of Social Sciences	4	2015	
PhD	Faculty of Social Sciences	3	2016	
PhD	Faculty of Social Sciences	3	2017	
PhD	Faculty of Social Sciences	6	2018	
PhD	Faculty of Social Sciences	8	2019	
PhD	Faculty of Humanities	5	2015	
PhD	Faculty of Social Sciences	4	2016	
PhD	Faculty of Social Sciences	5	2017	
PhD	Faculty of Social Sciences	3	2018	
PhD	Faculty of Social Sciences	2	2019	
PhD	Business School	2	2015	
PhD	Business School	2	2016	
PhD	Business School	2	2017	
PhD	Business School	3	2018	
PhD	Business School	3	2019	

**Comments for table:**

These data show how many of the MA students for the given year who were studying in the given area had graduated with a BA from the Department of Communication and Journalism since 1990.

## 5.3.5 Summary

### 5.3.5.1 In summary, what are the strengths and weaknesses of the issues specified in this chapter?

#### Strengths

Overall, as a department we believe that we are offering excellent BA and MA programs; the available feedback data suggest that our students largely concur. A university-wide survey of BA and MA students placed the department fourth in the faculty for students' overall satisfaction in studying in the department (behind the much smaller, highly prestigious programs for psychology & biology, and philosophy, politics & economics). Furthermore, the department was ranked first in terms of satisfaction with the academic staff, an outcome in which we take great pride. Perusal of the Rector's lists of outstanding lecturers over the last ten years shows faculty from the Department of Communication and Journalism in every year but one. In particular, we note that Prof. Zohar Kampf (seven times) Prof. Tzifira Lichtman-Grebelsky (four times) have been acknowledged multiple times for the quality of their teaching in the last ten years.

There are a number of reasons for this overall sense of satisfaction among students with their studies in the department. First, there is a solid overlap between what the teachers are teaching and their expertise. This means that they are not only teaching material with which they are eminently familiar, but also for which they have a passion. No less important, we carefully select and train teaching assistants, who by and large receive very positive feedback from their students.

A further strength in our study programs is that there is a clear pedagogical logic in the progression of compulsory courses and elective courses. Elective courses build on introductory courses in theories and methods, leading up to independent research in the third year of the BA (or second year of the MA), when students write research-based seminar papers.

In addition, given that our courses are concerned with contemporary phenomena, teaching materials are frequently updated and connected to recent real-world developments (in social media, in politics, etc.), giving the students a sense that their studies are directly relevant to the world in which they are living.

We also believe our doctoral program to be a significant strong point in terms of the department's teaching and training. Over and above the financial support we try to give to all of our doctoral students, as a department we take the supervision of graduate students very seriously. One measure of our success in supervising graduate students is the number of Top Student Paper awards won by PhD students from the department.

We try to nurture our doctoral students in a number of ways. We offer a dedicated doctoral students' space; we have a very active doctoral forum which organizes writing marathons and skills workshops; students are provided a forum for rehearsals for conference presentations and the peer review of work in progress; we also offer masterclasses and workshops with visiting scholars, and meetings with new and veteran faculty members to discuss their work and their own career trajectories. All of this not only socializes doctoral students into academic life and provides them with vital skills and contacts, it also creates strong social bonds among them, producing a very close-knit and supportive community, and a feeling of integration within the department beyond their own individual supervisors.

**Weaknesses**

From the perspective of our students, a weakness of our programs is a comparative lack of courses and workshops focused on the practical aspects of working in the industries about which we teach (such as journalism, social media, politics, etc.). Closer ties between the study programs and industry would most likely be appreciated by our student body. From the perspective of the faculty, however, there is an ambivalence here, as our focus is primarily on research and less on career training.

Focusing more on academic issues, we acknowledge that there are areas of communication research that are barely covered by our teaching programs, or not at all. These include health communication, organizational communication, rhetoric, advertising and PR.

## 5.4 Human Resources

### 5.4.1 Policy and procedure

**5.4.1.1 Specify the rules, criteria, and procedures for recruiting, appointing, and renewing appointments and dismissals of academic staff (tenured and adjunct), including rules regarding tenure and promotion; specify the standard duration of service at each position. What are the plans for future recruitment to the study program? How are these plans made and by whom:**

#### **Senior academic staff**

##### *Recruitment*

The department's recruitment process, which usually takes place annually, runs as follows. The department publishes a call for candidates, sometimes specifying certain fields in which the department is looking to hire. Promising candidates are invited for job talks and spend a day at the department. After all candidates have given their job talks, the department reconvenes to discuss them. The department's conclusions at this meeting are advisory, and the department's selection committee makes final decisions as to the ranking of the candidates.

The next stage in the process is the convening of the faculty Development Committee, at which each department presents their top candidate(s). These candidates are ranked by the Development Committee, which presents its findings to the Rector.

##### *Tenure*

For members recruited at the rank of Lecturer, three years into their position a committee is formed to evaluate the member's initial period of employment. The committee consists of faculty members from the university and outside it, whose job is to appraise the candidate's academic contributions. The committee can recommend to extend the candidate's employment for two more years, with the committee reconvening at that point, or not to extend, thereby ending the candidate's tenure appointment. The committee can also recommend opening tenure procedures at this point. This procedure involves attaining around six letters of recommendation, ideally from leading academics from leading universities around the world. The committee submits a recommendation to the dean, who in turn makes his or her recommendation to the rector and the Appointments Committee, who ultimately approve (or, rarely, reject) the dean's recommendation.

The primary criterion for receiving tenure is academic excellence. This is decided by: **1) The candidate's research involvement; 2) The candidate's teaching level; 3) and lastly, active contributions to the community** or administrative participation in the university and general collegial activity.

In the case of a faculty member not meeting the criteria for tenure, the candidate's position in the university will be terminated at the end of the year. If a negative evaluation occurs before the promotion committee's decision-making process (either because of a negative evaluation by the initial professional committee or negative letters

from colleagues abroad), then the Dean performs a hearing procedure and informs the candidate of the results. If it occurs during the promotion process, the head of the promotion committee informs the candidate.

#### *Other promotions*

Promotions to Associate Professor and Full Professor are dependent on the candidate's academic achievements. Promotions are conditional on the approval of the rector, who makes the decision on the basis of the candidate's CV and recommendation from the dean.

#### **Adjunct staff**

We do not issue calls for adjunct staff. Rather, we ask for recommendations for suitable staff from faculty, alumni and PhD students. We are proud of our very low turnover of adjunct staff, some of whom teach in the department for many years.

#### **Future recruitment**

Plans for recruitment are based on discussions among tenured faculty in accordance with the framework of our research topics and the retirement plans of current faculty. Having successfully recently recruited new tenure-track faculty in internet and new media (Boxman), political communication (Amsalem) and philosophy of media (Ramati), we are considering possibilities for recruiting in journalism, discourse, and cinema/visual culture.

#### **5.4.1.2 Describe how faculty members are informed of these policies and procedures:**

The faculty has written guidelines that are sent to each department to inform them of these policies. The recruiting document is sent to department chairs and the screening committees. The promotion document is sent to all faculty members. The Dean holds regular meetings with untenured faculty, and with tenured faculty during promotion procedures, and discusses the terms for promotion. All new faculty are assigned a mentor who is a senior faculty member in the department. The mentor typically addresses questions about tenure and other policies informally.

#### **5.4.1.3 Specify the policy regarding emeritus faculty activity at the institutional/parent unit/study program level:**

Emeriti professors who are academically active are supported by the university in various ways, such as continuing to receive research funds and office space. They are able to continue teaching and supervising graduate students. The institution sees them as full members of the university community.

**5.4.1.4 Specify the steps that are taken to ensure that staff members are academically and professionally updated, with regard to the program, as well as the professional development plan for faculty:**

The department holds regular department meetings, at which updates regarding the program are shared and discussed. In addition, the department mailing list is used to distribute information. At the faculty level, the dean holds Faculty Council meetings that are open to all members of the faculty. In addition, the dean regularly meets with department heads and coordinators in order to present the faculty's development plan.

**5.4.1.5 Describe the position of the head of the study program, including the appointment process, term duration, and required credentials (experience and education):**

The head of the department is selected for a three-year term, on a rotating basis, predominantly based on seniority. Typically, a committee of past chairs conducts a search focused on senior faculty who have not been in the position and then consults with a number of faculty regarding the potential candidates. Typically, the committee then decides on a single candidate and the department faculty then votes.

**5.4.1.6 List the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?**

The department has three full time administrators: a Department Coordinator, a BA Student Affairs Secretary, and an MA Student Affairs Secretary.

The Department Coordinator is responsible for:

- The general management of staff and office.
- Preparation of the department's course catalog.
- Preparation of the teachers' yearly teaching schedule, taking their credit obligations into account.
- Preparation and management of Student's registration in courses
- Management of the department's budget, including external funds.
- Representation of the department when dealing with faculty and university authorities.
- Management of the appointments of junior academic personnel and administrative staff.
- Taking care of payments to in-house and external suppliers
- Management of scholarships for doctoral and MA students
- Responsibility for holding conferences, handling guest lecturers
- Responsibility for Website and Facebook page

The responsibilities of the BA and MA Student Affairs Secretaries include:

- Providing information and guidance for students, regarding student affairs and the course catalog and program.
- Correspondence with potential students.
- Overall coordination of student exams.
- Verifying prerequisites for courses.
- Verifying that students have met the requirements for progressing to the next academic year.
- The MA Student Affairs Secretary oversees the admission process.
- Updating the students' grades in the university systems
- Assisting students with registration to courses
- Responsible for finalizing students' degree

### **Table 16 - Full Employment**

**Please fill in the definition (teaching hours) of full employment of senior faculty:**

<b>Rank</b>	<b>Teaching Hours</b>
Lecturer	12
Associate Professor	12
Full Professor / Professor	12

**Comments for table:**

**Table 17.1 - Senior Faculty Employed**

**Details of the program's/department's senior academic staff:**

Faculty Member						Part of Position in the Institution		Part of Position in the Program		Total weekly teaching hours per semester	Additional Employment (external to the institution)			Number of Graduate Students Supervised		Comments
Employment Rank	First Name	Last Name	Academic Degree	Area of Specialization	Additional Tasks in Institution	Weekly hours	Position percentage	Weekly hours	Position percentage		Name of Employer	Weekly hours	Position percentage	Master students	PhD students	
Associate Professor	Amit	Pinchevski		Theory, history and philosophy of media and communication	Member of the Academic Committee, The Buber Society of Fellows in the Humanities and Social Sciences	6	100	6	100	6				0	0	
Associate Professor of the Practice	Aner	Preminger		Film and visual culture		2	20	2	20	2	Sapir Academic College	8	80	0	4	
Senior Lecturer	Christian	Baden		Journalism		6	100	6	100	6				0	5	
Senior Lecturer	Dmitry	Epstein		Internet and new media	Library committee, Faculty research and development committee	4	100	2	50	2				0	0	
Associate Professor	Esther	Schely-Newman		Language, discourse and communication		2	0	2	0	1				0	4	
Senior Lecturer	Gadi	Taub		Language, discourse and communication		6	100	3	50	3	freelance lectures and writing			0	0	
Full Professor / Professor	Ifat	Maoz		Political communication and psychological processes in the digital age	Standing Committee, Member.Board of Governors, Member .Promotion Committee to Full Professor in Social Sciences and Humanities.Director. Swiss Center for Conflict Research .Chair, Program for Conflict Resolution .Chair, Department of Communication .	6	100	6	100	6				1	5	

Faculty Member						Part of Position in the Institution		Part of Position in the Program		Total weekly teaching hours per semester	Additional Employment (external to the institution)			Number of Graduate Students Supervised		Comments
Employment Rank	First Name	Last Name	Academic Degree	Area of Specialization	Additional Tasks in Institution	Weekly hours	Position percentage	Weekly hours	Position percentage		Name of Employer	Weekly hours	Position percentage	Master students	PhD students	
Associate Professor	Keren	Tenenboim-Weinblatt		Journalism studies		6	100	6	100	6				1	4	
Associate Professor	Lilach	Nir		Political communication and psychological processes in the digital age		4	100	2	50	5				2	0	
Associate Professor	Limor	Shifman		Internet and new media	Vice Dean - Faculty of Social Sciences	6	100	6	100	6				1	5	
Senior Lecturer	Meital	Balmas		Political communication and psychological processes in the digital age	Chair, Political Communication graduate program. Member, Faculty Scholarship Committee. MA advisor.	6	100	6	100	8				4	2	
Full Professor / Professor	Menahem	Blondheim		Internet and new media	Head, The Harry S. Truman Research Institute	2	100	1	50	1				0	4	
Lecturer	Neta	Kligler-Vilenchik		Internet and new media	Head of the BA program Member, Library committee Member, Search committee Chair of the departmental seminar	6	100	6	100	6				2	0	
Senior Lecturer	Nicholas	John		Internet and new media	Faculty ethics committee, Head, Internet and New Media MA Concentration, Department of Communication	6	100	6	100	6				2	3	
Associate Professor	Paul	Frosh		Theory, history and philosophy of media and communication Film and visual culture	Head of Doctoral Programme Communication Department, Academic Director Undergraduate	6	100	6	100	6				1	5	

Faculty Member						Part of Position in the Institution		Part of Position in the Program		Total weekly teaching hours per semester	Additional Employment (external to the institution)			Number of Graduate Students Supervised		Comments
Employment Rank	First Name	Last Name	Academic Degree	Area of Specialization	Additional Tasks in Institution	Weekly hours	Position percentage	Weekly hours	Position percentage		Name of Employer	Weekly hours	Position percentage	Master students	PhD students	
					Programme Rothberg International School, Academic Director MA in Israel Studies Rothberg International School											
Associate Professor	Raya	Morag		Film and visual culture	Member of Academic Committee, Swiss Center Head, The Smart Family Institute Member of Scholarship Committee	6	100	6	100	6				0	3	
Full Professor / Professor	Tamir	Sheafer		Political communication and psychological processes in the digital age	Dean, Social Sciences Faculty	2	100	1	50	1				0	7	
Lecturer	Tobias	Ebbrecht-Hartmann		Film and visual culture	Departmental Coordinator for International Cooperation and Student Exchange	6	100	3	50	3				9	4	
Associate Professor of the Practice	Tsfira	Grebelsky-Lichtman		Political communication		4	50	4	50	4	Ono Academic College		50	4	0	
Associate Professor	Zohar	Kampf		Language, discourse and communication	Head, the Doctoral Students Program, Faculty of Social Sciences, Chair, the Blum-Kulka Fund ,Member, Curriculum Committee, Faculty of Social Sciences	6	100	6	100	6				4	6	

## Additional Comments:

Num#	Full name	Comments

## Table 17.2 - Junior Faculty Employed

### Details of the program's/department's junior academic staff:

Faculty Member						Part of Position in the Institution		Part of Position in the Program		Additional Employment (external to the institution)			Courses taught by the faculty member		Comments
Employment Rank	First Name	Last Name	Academic Degree	Area of Specialization	Additional Tasks in Institution	Weekly hours	Position percentage	Weekly hours	Position percentage	Name of Employer	Weekly hours	Position percentage	Name of Course	Weekly Hours	
Teaching Assistant	Adi	Aricha				1	32	1	32				Research Methods in Communication-Part 1	1	
Teaching Assistant B	Adi	Shefi				1	13	1	13				Visual Communication: Photography, Film & Television.	1	
Teaching Assistant	Asaf	Nissenbaum				0	0	3	22.50				Introduction to Mass Communication (A), Introduction to Mass Communication (B), Internet research: principles and practical tools	3	
Teaching Assistant	Dana	Chudi				4	55	4	55				Effective Verbal and Non-Verbal Communication in the Media, Introduction to Social Thought, Research Methods in Communication-Part 2, Statistics for Communication Students	4	
Teaching Assistant B	Hadar	Levy				1	15	1	15				The Theories of Communication (B): Political, Psychological and Digital Aspects	1	

Faculty Member						Part of Position in the Institution		Part of Position in the Program		Additional Employment (external to the institution)			Courses taught by the faculty member		Comments
Employment Rank	First Name	Last Name	Academic Degree	Area of Specialization	Additional Tasks in Institution	Weekly hours	Position percentage	Weekly hours	Position percentage	Name of Employer	Weekly hours	Position percentage	Name of Course	Weekly Hours	
Teaching Assistant	Hadas	Schlisel				2	43	2	43				Reading and Writing Supervision, New Media and the Information Age	2	
Teaching Assistant	Idan-Rachel	Amit-Danhi				2	22	2	22				Introduction to Mass Communication (A), Introduction to Mass Communication (B)	2	
Teaching Assistant	Lital	Henig				3	30	3	30				History of Communication Media, Communication Technologies and Society: Historical Issues, Visual Communication: Photography, Film & Television.	3	
Assistant Teacher	Maya	de Vries				2	39	2	39				Advanced Qualitative and Ethnographic Methods for the Study of Digital Participation, Connected to Communications	2	
Teaching Assistant B	Maya	Shraiber				3	21	3	21				Research Methods in Communication- Part 1, Language and Communication	3	
Teaching Assistant B	Naama	Weiss				1	38	1	38				Research Methods in Communication- Part 2	1	
Teaching Assistant	Natali	Levy				1	23	1	23				Social Psychology in Communication	1	
Teaching Assistant	Nomy	Bitman				1	12	1	12				Communication Technologies and Society: Historical Issues	1	

Faculty Member						Part of Position in the Institution		Part of Position in the Program		Additional Employment (external to the institution)			Courses taught by the faculty member		Comments
Employment Rank	First Name	Last Name	Academic Degree	Area of Specialization	Additional Tasks in Institution	Weekly hours	Position percentage	Weekly hours	Position percentage	Name of Employer	Weekly hours	Position percentage	Name of Course	Weekly Hours	
Teaching Assistant	Renana	Attia				4	38	4	38				Social Psychology in Communication, Statistics for Communication Students, Research Methods in Communication-Part 2	4	
Teaching Assistant	Roni	Danziger				1	13	1	13				Advanced methods of textual analysis	1	
Teaching Assistant	Tal	Harel				1	12.50	1	12.50				Social Psychology in Communication	1	
Teaching Assistant	Tali	Aharoni				3	15	3	15				Introduction to Mass Communication (A), Introduction to Mass Communication (B), Research Methods in Communication-Part 1	3	
Teaching Assistant	Tzlil	Sharon				1	13	1	13				Language and Communication, Internet, Social Media and Society	1	
Assistant Teacher	Yaakov	Netzer				1	30	1	30				Online Journalism	1	
Assistant Teacher	Yifat	Mor				2	50	2	50				Digital media Innovation: Users, advertisers and platforms	2	

### Additional Comments:

Num#	Full name	Comments

**Comments for table:**

Ranks and tasks in the department/institution are correct for 2018-19.

**Table 18 - Adjunct Faculty****Details of the program's/department's adjunct academic staff:**

Faculty Member						Employment in the Institution		
Employment Rank	First Name	Last Name	Academic Degree	Area of Specialization	Position Percentage	Weekly Teaching Hours	Courses taught by lecturer	Additional Tasks in Institution
Adjunct Professor	Alexandra	Herfroy-Mischler		Political communication	50	2	Doing Transitional Justice Through Politics, Journalism and Culture - 50070	
Adjunct Professor	Baruch	Leshem-Lifshitz		Political communication	20	2	Political Spokesmanship - 50795	
Adjunct Professor	Gadi	Blum		Journalism	25	2	Magazine and news writing - 50074	
Adjunct Professor	Jasmine	Kaniy		Journalism	40	4	Preparing and presenting a brief TV newscast - 50060 & The art of television interview - 50073	
Adjunct Professor	Michal	Hamo		Discourse	20	3	Advanced methods of textual analysis - 50071	
Adjunct Professor	Mordechai	Barkan		Radio	50	4	Voice and Camera Performance- 50755 & Writing for Radio , Television and Multimedia= 50707	Manager of University Radio
Adjunct Professor	Moti	Neiger		Journalism	40	4	The Social Construction of Reality TV - 50829 & Media Law and Ethics- 50981	
Adjunct Professor	Orly	Doron		Political communication	20	2	Managing Communications/ Crisis - 50972	
Adjunct Professor	Refael	Mann		Journalism	25	2	News Reporting and News Writing: A Workshop - 50204	
Adjunct Professor	Shlomo	Israeli		Radio	25	4	Editing of Musical Programs for the Radio - 50751	
Adjunct Professor	Tovit	Shlomi		Advertising	20	2	Advertising - 50848	
Adjunct	Yiftach	Ron		Conflict	40	4	Intergroup	

Faculty Member						Employment in the Institution		
Employment Rank	First Name	Last Name	Academic Degree	Area of Specialization	Position Percentage	Weekly Teaching Hours	Courses taught by lecturer	Additional Tasks in Institution
Professor				resolution			Communication and Dialogue- 50283 & Narratives, identities and communication in multicultural society- 50062	
Adjunct Professor	Yuri	Gankin		Internet and new media	20	2	Commercial and Political Branding Using Social Media - 50942	

**Comments for table:**

**Table 19.1 - Recruitments and Retirements - previous 5 years:**

Year	Recruited/ Retired	First Name	Last Name	Rank	Specialization
2016/17	Recruitment	Christian	Baden	Senior Lecturer	Journalism studies
2018/19	Recruitment	Dmitry	Epstein	Senior Lecturer	Internet and new media
2017/18	Retirement	Esther	Shelly-Newman	Associate Professor	Language, discourse and communication
2018/19	Retirement	Moshe	Negbi	Associate Professor of the Practice	Journalism studies
2015/16	Recruitment	Neta	Kligler-Vilenchik	Lecturer	Internet and new media
2014/15	Recruitment	Tobias	Ebbrecht-Hartmann	Lecturer	Film and visual culture
2014/15	Recruitment	Tsfira	Grebelsky-Lichtman	Teaching Fellow	Political communication and psychological processes in the digital age

**Table 19.2 - Recruitments and Retirements - upcoming 3 years:**

Year	Recruited/ Retired	First Name	Last Name	Rank	Specialization
2019/20	Recruitment	Eran	Amsalem	Lecturer	Political communication and psychological processes in the digital age
2020/21	Recruitment	Ido	Ramati	Lecturer	Theory, history and philosophy of media and communication
2020/21	Recruitment	Lilian	Boxman	Lecturer	Internet and new media

**Comments for table:**

Moshe Negbi passed away in 2018.

**Table 20 - Emeritus faculty involvement in the program (teaching courses/research/advising graduate students)**

First Name	Last Name	Teaching Courses	Advising Graduate Students	Other Activity
Elihu	Katz	No	Yes	
Esther	Schely-Newman	Gender in Communication in Old and New Media	Yes	

**Comments for table:****Table 21 - The division of faculty members into areas of specialty in the discipline**

First Name	Last Name	Specialization
Amit	Pinchevski	Theory, history and philosophy of media and communication
Aner	Preminger	Cinema and visual culture
Christian	Baden	Political communication; Journalism
Dmitry	Epstein	Internet and new media; Political communication

First Name	Last Name	Specialization
Eran	Amsalem	Political Communication and Psychological Processes in the Digital Age
Gadi	Taub	Theory, history and philosophy of media and communication
Ido	Ramati	Theory, history and philosophy of media and communication
Ifat	Maoz	Political Communication and Psychological Processes in the Digital Age
Keren	Tenenboim-Weinblatt	Journalism; Political communication
Lilach	Nir	Political Communication and Psychological Processes in the Digital Age
Lillian	Boxman	Internet and new media
Limor	Shifman	Internet and new media
Meital	Balmas	Political Communication and Psychological Processes in the Digital Age
Menahem	Blondheim	Theory, history and philosophy of media and communication
Neta	Kligler-Vilenchik	Internet and new media; Political communication
Nicholas	John	Internet and new media
Paul	Frosh	Cinema and visual culture; Theory, history and philosophy of media and communication
Raya	Morag	Cinema and visual culture
Tamir	Sheafer	Political Communication and Psychological Processes in the Digital Age
Tobias	Ebbrecht-Hartmann	Cinema and visual culture
Tsfira	Grebelsky-Lichtman	Political Communication and Psychological Processes in the Digital Age
Zohar	Kampf	Language, discourse and communication; Journalism

### Comments for table:

This table includes recruits since the 2018/19 academic year.

## **5.5 Diversity**

### **5.5.1 Policy and data**

#### **5.5.1.1 Specify the institutional and departmental policy and goals regarding diversity of faculty and students (gender and minorities equality):**

The Hebrew University places great emphasis on improving the diversity of its members. The university's vision states: "The Hebrew University perceives diversity as a condition for academic excellence, and for realizing the human potential of Israeli society. The University strives to nurture a community that expresses a broad range of stances, world views, and cultures. We endeavor to allow each student to feel welcome and protected, and to flourish academically, personally, and socially. We aspire to increase our potential to educate and enrich campus life through a plurality of life experiences, and perspectives"

(<https://en.diversity.huji.ac.il>). The main emphases of these efforts are on Arab and Haredi students. However, the university is also committed to gender equality at all levels of the institution.

In a groundbreaking move, in May 2021, Prof. Mona Khoury-Kassabri, an Arab woman, was appointed Vice President of Strategy and Diversity. This reflects the university's commitment to deal systematically with diversity throughout the university.

The university also has a Center for the Study of Multiculturalism and Diversity (<https://csmd.huji.ac.il>), which conducts research in order to contribute to practical discussions about how to make the university a more diverse institution.

The faculty and the department have recently been striving to increase the numbers of Haredi and Arab students among the student body. The department's provision of courses for Arab students shows its commitment to their academic success.

#### **5.5.1.2 Specify the mechanisms and activities supporting the implementation of the policy:**

Policies regarding diversity are set at the level of the university and the faculty, and thus their implementation too. The new office of the Vice President for Strategy and Diversity will be central to activities supporting the university's diversity policies. A university-level committee – the Committee for the Advancement of Women in Science and Research, headed by Prof. Haya Lorberboum-Galski – makes recommendations that apply to the recruitment of women researchers as well as researchers from minority groups. The university has a Center for Multiculturalism, which oversees a large number of outreach and dialogue projects intended and making the university a more diverse institution in terms of gender, nationality and religiosity (see <https://en.diversity.huji.ac.il/public-activity>).

### **5.5.1.3 In summary, what are the points of strength and weakness of the issues specified in this chapter?**

The Hebrew University clearly has far to go in integrating minorities in its student body, and has work to do in improving the representation of women and religious and national minorities in its faculty. Efforts in recent years have led to dramatic shifts – for instance, the university’s recognition of the Tawjihi (the General Secondary Education issued by Jordan to, among others, Palestinian residents of East Jerusalem) has increased the number of Arab students at the university. The creation of the position of Vice President for Strategy and Diversity is another major step. Outreach programs have also been launched to increase the number of Haredi students at all levels of study.

Right now, the representation of Haredim and Arabs on the university’s faculty – and in the Department of Communication – could be improved. Efforts are underway in this regard. Current thinking, though, points to the need to bring more such students to graduate degrees in order to increase their number among the pool of candidates. Indeed, in the last five years, not one candidate for a tenure-track position at the department has been from the Arab or Haredi populations of Israel.

We would add that although currently receiving less attention, the department is also making efforts to address ethnic inequality regarding the number of Mizrachi lecturers in its ranks. We would also add that as a department we have hired two non-Israelis in recent years, which was a first for the department, and very rare throughout the university.

### **Table 22 - Gender Equality**

**Please fill in details regarding Gender Equality in the department, referring both to faculty and student. Please indicate in percentages and not in numbers:**

<b>Gender</b>	<b>Lecturer</b>	<b>Senior Lecturer</b>	<b>Associate Professor</b>	<b>Full Professor</b>	<b>Percentage of students in the program/department</b>
<b>Female</b>	50	25	45	34	70
<b>Male</b>	50	75	55	66	30

## Comments

This table refers to 2018/19. For the sake of fullness, we note that in 2018/19, the number of Lecturers was 2; the number of Senior Lecturers was 4; the number of Associate Professors was 9; and the number of Full Professors was 3.

Bringing this up to date, nine of the department's current 22 members are women, a proportion of 40%. When taking into account the size of the department members' appointments within the department (i.e., the fact that some faculty have joint appointments with other departments), the proportion improves to 43%. This is above the faculty average of 37%.

Regarding the student body: among BA students, 69% are women; among MA students, 75% are women; and among PhD students, 73% are women.

## Table 23 - Equality of Minorities

**Details regarding Equality of Minorities in the department, referring both to faculty and student.**

**Please indicate in percentages and not in numbers**

Minority	Lecturer	Senior Lecturer	Associate Professor	Full Professor	Percentage of students in the program/ department
Arab	0	0	0	0	8.14
Haredi	0	0	0	0	0.98

## Comments for table:

These data refer to 2018/19. We understand from those responsible for diversity in the university that they may not be fully accurate.

Since 2018/19, the number of Arab students has almost doubled. The number of Haredi students has remained stable.

## **5.6 Research**

### **5.6.1 Overview and Research Outputs**

#### **5.6.1.1 Describe how the department's research activities correspond with the institution's overall mission and goals:**

As noted above (section 2.1.2), the Hebrew University of Jerusalem's mission is to develop cutting edge research, and to educate future generations of scholars. The Department of Communication and Journalism's research activities strongly contribute to this mission. The faculty conducts its research on emergent phenomena and contributes to the development of new theory, publishing its findings in the very top journals. We strive for, and believe that we often achieve, excellence. Just as the Hebrew University seeks to be a world-leading institution, the department too seeks to be world-leading. Indeed, the 2021 Global Ranking of Academic Subjects published by Shanghai Ranking (<https://www.shanghairanking.com/rankings/gras/2021/RS0507>) places the department 25th in the world (up from 41st in 2018, 37th in 2019, and 30 in 2020).

In terms of the education of future generations of scholars, it remains the case that PhD graduates from the department can be found in all departments of communication around the country.

#### **5.6.1.2 Provide an overview of the department's research activities, including: Prominent research fields and activities, past and present research impact and most significant research contributions, future plans for development and possible challenges and opportunities:**

The department takes great pride in its excellence in research, evidence for which will be provided throughout this section. To be sure, the department enjoys a stellar reputation abroad, a function of the impactful research conducted by faculty and graduate students, as well as the positions of leadership in international organizations held by faculty members, and also of the consistent success of faculty and students in winning prizes and awards from the International Communication of Association and other scholarly organizations.

The research fields in which the department's faculty specializes can be broadly delineated as follows:[1] Internet and new media (Boxman, Epstein, John, Kligler-Vilenchik, Shifman); Political communication and psychological processes in the digital age (Amsalem, Baden, Balmas, Epstein, Grebelsky-Lichtman, Kligler-Vilenchik, Maoz, Nir, Sheafer, Tenenboim-Weinblatt); Language, discourse and communication (Kampf, Shelly-Newman); Journalism studies (Baden, Kampf, Kligler-Vilenchik, Tenenboim-Weinblatt); Film and visual culture (Ebbrecht-Hartmann, Frosh, Morag, Preminger); Theory, history and philosophy of media and communication (Blondheim, Frosh, Katz, Pinchevski, Ramati, Taub). As can be seen, some faculty appear in more than one field.

The department's primary focus, as mentioned, is research, and so it is only natural that we report on our research activities by reviewing the faculty's publications. In the calendar years 2018-2020, members of the department

published upwards of 180 articles, books, and book chapters. Of these, around 130 are journal articles, of which 62 were published in Q1 journals, as ranked by the InCites Journal Citation Reports, indicating that faculty are regularly publishing in the leading and most influential journals in the field of communication. It is important to note that in a department with such a wide range of disciplinary approaches, not all of the faculty publish their work primarily in journals. When they publish books, they do so with leading publishing houses, such as Oxford University Press, Columbia University Press, and Polity. Where faculty have published book chapters, we note that these include contributions to important handbooks.

This research is supported in many cases by research grants, including from the most competitive of sources. In the calendar years 2018-2020, 12 members of faculty raised \$7.25m in grant money (other researchers were already managing large grants from sources that do not allow applications for current grant holders). The sources of these funds were diverse: Kligler-Vilenchik and Epstein won research grants from Facebook/WhatsApp; Kampf, Sheafer, Morag and John were awarded grants from the Israel Science Foundation; Baden and Ebbrecht-Harttman were part of EU Horizon 2020 projects; while Shifman and Tennenboim-Weinblatt won very large ERC grants (\$2.4m and \$1.8m respectively).

As befitting researchers who regularly publish in the most important journals, and who win competitive grants from the most prestigious funding bodies, many members of the department serve on the editorial boards of the leading journals in our field. Indeed, 16 editorial board positions are held by members of the department (some hold more than one such position), including for the top journals, such as *Journal of Communication*, *Political Communication*, *Communication Theory*, *Journalism*, *Communication Measures and Methods*, and more (see Table 25). Moreover, Kampf, Tennenboim-Weinblatt and Blondheim are Associate Editors at *Journal of Pragmatics*, *Journal of Communication* and *The Communication Review* respectively, and Frosh is a Co-Editor of the *International Journal of Cultural Studies*. In addition, department members serve on multiple advisory boards and committees.

In addition, scholars from the department hold, and have held, positions of leadership within major international academic institutions and organizations. Tennenboim-Weinblatt was recently Chair of the Journalism Studies Division of the International Communication Association, and it would remiss not to note that since the last self-evaluation report Pinchevski was Chair of the Philosophy, Theory and Critique Division of the International Communication Association. Epstein is the Chair of the Global Internet Governance Academic Network and a co-founder of the Comparative Privacy Research Network. At the time of compiling this report, John was elected Vice-President (and President Elect) of the Association of Internet Researchers. These and other positions are testimony to the deep engagement of the department in the field of communication studies across the globe.

The Smart Institute of Communications plays an important part in the department's research activities. Founded in 1987, the Institute is the main research and outreach arm of the department. Endowed by the Smart Family Foundation, it aims to advance the study and understanding of communications generally, and of Israeli media and culture in particular. It is currently headed by Prof. Amit Pinchevsky, who in 2019 replaced Prof. Raya Morag following her five year tenure.

The Institute devotes most of its resources to supporting research of both faculty and doctoral students. All faculty members are eligible to \$4000-5000 biannual grants, which are typically used as seed money. In addition,

the Institute provides funding (~\$1000) for a year-long activities of discussion groups led by faculty members (during the academic year 2020-21, these included the following: Kampf, "Discourse Studies"; Sheaffer, "Computational Research Analysis").

The Institute also supports a number of PhD students in the department. Thanks to an additional endowment by Mary Smart, since 2016 two grants of \$10,000 each have been awarded to doctoral students. Part of the endowment was also devoted to renovating the old department seminar room and turning it into a doctoral students' work space. While the endowment has been used to the full, the Institute will continue supporting excellent doctoral students, allocating \$20k annually toward that goal. Furthermore, the Institute makes allowance in its budget for a matching-based program ("Atid Baivrit," a university-wide program) of up to four scholarships for a period of five years each. To date one doctoral student was accepted into the program, and is receiving support of \$8500 annually.

Over the past decade, prior to the COVID outbreak, the Institute held annual thematic conferences. These included: "Political Communication in Israel and in the International Arena" (2012), "The Many Faces of Public Opinion" (2013), "Documentary Truth: Re-thinking the Politics of the Index" (2014), "Tribute to Rhithy Phan" (2015), "Political Communication, Conflict, Journalism, Public Opinion, Discourse and Psychological Perspectives" (2016), "New Media, Communication Technology, Visual Culture and Cinema: Ethics, Culture and History" (2016), "Endless Encounter? Israeli-Palestinian Collaborative Cinema" (2017), "Film and Media in Israel in a Time of Democratic Weakening" (2018).

During the recent pandemic, the Institute has relocated virtually all its outreach efforts online by launching the Smart Institute Podcast (the SIP <https://anchor.fm/thesippodcast>). Eleven episodes have been recorded so far, each featuring a conversation (in English) between two researchers (faculty member and PhD student, or two faculty members) on a recent or ongoing research project. The podcast has garnered more than 1500 listeners worldwide. The Institute sees special importance in maintaining a strong online appearance, and plans to develop additional podcast formats, both in English in Hebrew, to further extend the department's outreach and research dissemination. All podcasts are inhouse productions, led by a PhD student employed by the Institute as chief podcast producer (Tzlil Sharon, to be replaced by Moran Avital).

The Smart Institute staff includes an Academic Director (Pinchevski), coordinator (Ori Dror, BA student in the department), and Academic Committee (Frosh, Kampf, Tenenboim-Weinblatt, Blondheim, Shaul Shenhav [Political Science] and Micki Eisenman [Business Administration]).

[1] This includes our most recent hires and active emeriti, and is up to date as of the beginning of the 2020-21 academic year.

**5.6.1.3 Specify the journal ranking the department relates to when evaluating faculty publications. If the department or institution has its own scale (not international) or another method for evaluating (e.g. peer review), provide a brief description and the ranking list:**

The department relates to two journal rankings: InCites Journal Citation Reports from Web of Science; and the Scimago journal rankings.

#### **5.6.1.4 Specify the intellectual property policy of the institution in relation to the department:**

The university has clear guidelines regarding inventions and commercialization of IP. Any IP developed as part of university research belongs, by default, to Yisum, a Hebrew University-owned company that deals with technology transfer and IP issues developed at the university. All inventions are assigned to Yisum, whose management decides on the IP and patent filing and maintaining of each invention. All non-IP service agreements between companies/organizations and Hebrew University personnel (academic or administrative) are done through Yisum. The net revenues from inventions commercialized through Yisum are divided as 40:40:20 to the inventors, university (including Yisum), and the research team. Thus, researchers have an incentive to develop IP, as does the university. Yisum is responsible for patent filing and maintenance, licensing of patents and knowhow, and undertaking actions towards commercialization. Typically, a researcher who produces an invention fills out a form that summarizes the invention, the agencies that supported the research, the researchers involved, and their percentage in the invention. This document is signed by the School head and dean and passed to Yisum that evaluates the invention. If approved by the appropriate committee to proceed, the invention is written and filed in a provisional application. A one page description of the invention is filed in Yisum website to enable companies to approach Yisum for possible licensing. After one year, if no interested party is found, the provisional application may be filed again or proceed to PCT, usually when there is already a licensee. Commercialization is a joint effort of the inventor and Yisum.

Prof. Tamir Sheafer has registered a patent via Yisum: Sheafer Tamir, Shaul Shenhav & Yair Fogel-Dror. Method and System for Applying Role Based Association to Entities in Texts. 2017. US Patent No. US9772996.

#### **5.6.1.5 Describe the commercialization unit of the institution, its function, number of patents registered, and where have they been registered:**

Yisum is the technology transfer company of The Hebrew University of Jerusalem. Founded in 1964, it is the third company of its kind ever created, and has a rich tradition of innovation and commercialization. Through our efforts to identify and create breakthrough scientific research at Hebrew University, we aspire to advance commercial solutions to the most pressing global challenges facing humanity.

Some of our well-known spin-off companies include Mobileye, Orcam, Collplant, Qlight, and Briefcam. Yisum's business partners span the globe and include companies such as Novartis, Johnson & Johnson, Merck, Intel, Google, Boston Scientific, ICL and many more.

Since its inception, Yisum has registered 10,000+ patents covering 2,800+ inventions; licensed 900 technologies and produced 130+ spin-off companies.

Sufficiently mature technologies with a dedicated and experienced leadership team in place and the capability to raise money (Yisum will provide substantial guidance and support in both of these areas) may be spun out into start-up companies. Other technologies can be offered to industry under numerous flexible partnering options, including deal flow opportunities, licenses, collaborative and sponsored research, option agreements, etc. For more information, visit <http://www.yisum.co.il>.

#### **5.6.1.6 In summary, what are the points of strength and weakness of the issues specified in this chapter?**

The department has a very strong research culture. The department's faculty strive for academic excellence, and frequently achieve it, as our collective publishing record clearly shows. Further evidence is provided by the many top paper and book awards won by members of the department and their PhD students.

This strong research culture is supported by a deeply felt sense of community and mutual support among the faculty. This can be seen in the time members of the department spend reading and commenting on each other's research proposals and article drafts, for instance. It can also be seen in the number and quality of research collaborations among the department's researchers, including collaborations that conjoin methodological and theoretical realms.

Many of the department's faculty are leaders, both in terms of groundbreaking research, and in terms of positions of leadership within academic organizations and seats on editorial boards. The groundbreaking nature of the department's research is reflected in the number of prestigious grants won. Of special note are the ERC grants awarded to Shifman and Teneboim-Weinblatt.

Members of the department are also methodological pioneers. In this context we draw attention to Sheaffer's patent for automatic textual analysis, and also Baden's work in this field.

Having said that, we acknowledge that there are important areas of communication that the department simply does not cover in its research activities, such as health communication.

Another weakness is our international orientation. Department members publish very little in Hebrew, which might reduce our potential impact at the local level. We also note that in recent years no members of the faculty have sat on the committee of the Israeli Communication Association or on the editorial board of *Misgarot Media* (Media Frames), the Hebrew-language peer-reviewed journal for communication research in Israel. (At the time of completing this report, we note that Kligler-Vilenchik has been appointed to the editorial board of *Misgarot Media* (Media Frames).) This is at least partly due to the system of incentives and rewards at the institutional level, and even at the national policy level, in that universities are rewarded for publishing in top international journals (which department members do very successfully), while publishing in Hebrew accrues few such rewards.

**Table 24 - Research Resources****Details regarding research funds (in US \$) raised by faculty members in the last 3 years:**

<b>First Name</b>	<b>Last Name</b>	<b>Rank</b>	<b>Main Research Area</b>	<b>Research funds raised in the past 3 years (total amount from resource)</b>	<b>Grant Source</b>	<b>Duration of the grant</b>
Amit	Pinchevski	Associate Professor	Theory, history and philosophy of media and communication	36500	Center for Interdisciplinary Data Science Grant, Hebrew University	2
Christian	Baden	Associate Professor	Journalism studies	197892	EU H2020	3
Dmitry	Epstein	Senior Lecturer	Internet and new media	35442	Minerva Stiftung	1
Dmitry	Epstein	Senior Lecturer	Internet and new media	98700	Facebook research	2
Keren	Tenenboim-Weinblatt	Associate Professor	Journalism studies	1766625	ERC	5
Lilach	Nir	Associate Professor	Political communication and psychological processes in the digital age	58887	Fritz Thyssen Stiftung	3
Lilach	Nir	Associate Professor	Political communication and psychological processes in the digital age	118511	ISF 196/19	4

<b>First Name</b>	<b>Last Name</b>	<b>Rank</b>	<b>Main Research Area</b>	<b>Research funds raised in the past 3 years (total amount from resource)</b>	<b>Grant Source</b>	<b>Duration of the grant</b>
Limor	Shifman	Full Professor / Professor	Internet and new media	2337833	European Research Council (ERC)	6
Meital	Balmas	Senior Lecturer	Political communication and psychological processes in the digital age	900	Smart Family Institute of Communications Hebrew University	2
Meital	Balmas	Senior Lecturer	Political communication and psychological processes in the digital age	9366	The HUJI-FUB Joint Seed Funding	2
Menahem	Blondheim	Full Professor / Professor	Internet and new media	40000	Research Grant, National Institute of Health Services	2
Neta	Kligler-Vilenchik	Associate Professor	Internet and new media	52998	Deutsche Forschungsgemeinschaft, DFG	4
Neta	Kligler-Vilenchik	Associate Professor	Internet and new media	50000	Facebook/WhatsApp	3
Neta	Kligler-Vilenchik	Associate	Internet and new media	16900	Spencer Foundation	3

<b>First Name</b>	<b>Last Name</b>	<b>Rank</b>	<b>Main Research Area</b>	<b>Research funds raised in the past 3 years (total amount from resource)</b>	<b>Grant Source</b>	<b>Duration of the grant</b>
		Professor				
Nicholas	John	Associate Professor	Internet and new media	199343	ISF	4
Raya	Morag	Full Professor / Professor	Film and visual culture	170170	ISF	4
Raya	Morag	Full Professor / Professor	Film and visual culture	1519	The Minerva	1
Tamir	Sheafer	Full Professor / Professor	Political communication and psychological processes in the digital age	1300000	ISF	5
Tamir	Sheafer	Full Professor / Professor	Political communication and psychological processes in the digital age	50000	Social Science Research Council (SSRC)	2
Tobias	Ebbrecht-Hartmann	Senior Lecturer	Film and visual culture	9327	Joint Funding Scheme Hebrew University / FU Berlin	1

First Name	Last Name	Rank	Main Research Area	Research funds raised in the past 3 years (total amount from resource)	Grant Source	Duration of the grant
Tobias	Ebbrecht-Hartmann	Senior Lecturer	Film and visual culture	2000	Smart Family Institute of Communications Hebrew University	2
Tobias	Ebbrecht-Hartmann	Senior Lecturer	Film and visual culture	13200	Joint Funding Scheme Hebrew University / University of Melbourne	1
Tobias	Ebbrecht-Hartmann	Senior Lecturer	Film and visual culture	329708	EU Horizon 2020	4
Zohar	Kampf	Associate Professor	Language, discourse and communication	50000	ISF	4

### Comments for table:

We report here grants that were won between 2018-2020. A number of faculty were already managing large multi-year grants that they had won in the year or years prior to 2018.

### Table 25 - Research Activities

The division of faculty members into areas of specialty in the discipline from the last 3 years:

First Name	Last Name	Rank	H-Index	Fields of Research/ Specialization	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at	Other (special positions, honors, prizes, etc.)	Number of Research Students (students that take an active part in the research, not subjects of your research)	Degree level	Name of Publication	Published In (name of journal / publishing house)
Amit	Pinchevski	Associate	17	Theory, history					Media and	Media, Culture &

First Name	Last Name	Rank	H-Index	Fields of Research/ Specialization	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at	Other (special positions, honors, prizes, etc.)	Number of Research Students (students that take an active part in the research, not subjects of your research)	Degree level	Name of Publication	Published In (name of journal / publishing house)
		Professor		and philosophy of media and communication					Events after Media Events	Society
Amit	Pinchevski	Associate Professor	17	Theory, history and philosophy of media and communication					Emmanuel Levinas: The Other	An Encyclopedia of Communication Ethics
Amit	Pinchevski	Associate Professor	17	Theory, history and philosophy of media and communication					Archiving the Name of God	M. Höfner and B. Friedrich (Eds.) Gottes Gegenwarten– God's Presences
Amit	Pinchevski	Associate Professor	17	Theory, history and philosophy of media and communication	Academic Chair, Havruta Program for Doctoral Discussion Groups HUJI; Director, The Smart Family Institute of Communications, Dept. of Communication	Outstanding Book Award for Transmitted Wounds, the Israel Communication Association 2020; Academic Board Member, The Strochlitz Institute for Holocaust Research, University of Haifa; Editorial boards: The Review of Communication, Canadian Journal of Communication, Journal of Communication and Religion, Empedocles: European Journal for the Philosophy of Communication, The Journal of	8	PhD	Transmitted Wounds: Media and the Mediation of Trauma	Oxford University Press

First Name	Last Name	Rank	H-Index	Fields of Research/ Specialization	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at	Other (special positions, honors, prizes, etc.)	Number of Research Students (students that take an active part in the research, not subjects of your research)	Degree level	Name of Publication	Published In (name of journal / publishing house)
						Holocaust Research, Communication+1				
Amit	Pinchevski	Associate Professor	17	Theory, history and philosophy of media and communication					Uniform Multilingualism: A Media Genealogy of Google Translate	New Media & Society
Aner	Preminger	Associate Professor of the Practice	3	Film and visual culture					From Voyeurism to Intimacy: Ethics and reflexivity as developed and reflected in the films of Krzysztof Kieślowski: Decalogue 6, Decalogue 9, Red	Birnhack Michael (editor), Privacy, Law, Incursion Society in the digital era
Aner	Preminger	Associate Professor of the Practice	3	Film and visual culture					Memory Breaks through Fiction – memory and trauma as a driving force in Charles Chaplin's cinema	Orot – New Writing after the Masters; Alaxon – a digital magazine for thoughts, articles of notes and new ideas
Aner	Preminger	Associate Professor of the Practice	3	Film and visual culture					Teaching Film Directing – A practical methodology	Maria Dora Mourao, Stanislav Semerdjiev, Cecilia Mello, Alan Taylor (editors), The 21st Century Film, TV and Media School: Directing The Future, Volume 2: Directing
Aner	Preminger	Associate Professor of the Practice	3	Film and visual culture					The power of sound in creating Humor: Chaplin - a pioneer of audio-gags and of sound design	ARTS et PRAXIS
Christian	Baden	Associate	14	Journalism					Interpretative	Social Media +

First Name	Last Name	Rank	H-Index	Fields of Research/ Specialization	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at	Other (special positions, honors, prizes, etc.)	Number of Research Students (students that take an active part in the research, not subjects of your research)	Degree level	Name of Publication	Published In (name of journal / publishing house)
		Associate Professor		Journalism studies					polarization across platforms: How political disagreement develops over time on Facebook, Twitter, and WhatsApp	Society
Christian	Baden	Associate Professor	14	Journalism studies					Viewpoint, Testimony, Action: How journalists reposition source frames within news frames	Journalism Studies
Christian	Baden	Associate Professor	14	Journalism studies					Journalistic transformation: How source texts are turned into news stories	Journalism
Christian	Baden	Associate Professor	14	Journalism studies					The search for common ground in conflict news research: Comparing the coverage of six current conflicts in domestic and international media over time	Media, War & Conflict
Christian	Baden	Associate Professor	14	Journalism studies					Dissecting media roles in conflict: A transactionist process model of conflict news production, dissemination, and influence	R. Fröhlich (Ed.), Media in war and armed conflict: Dynamics of conflict news production and dissemination
Christian	Baden	Associate Professor	14	Journalism studies					Not so bad news? Investigating journalism's contribution to what is bad, and good, in news	R. Fröhlich (Ed.), Media in war and armed conflict: Dynamics of conflict news production and dissemination

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									on violent conflict	
Christian	Baden	Associate Professor	14	Journalism studies					Framing the news	K. Wahl-Jorgensen & T. Hanitzsch (Ed.), The Handbook of Journalism Studies
Christian	Baden	Associate Professor	14	Journalism studies					Hybrid content analysis: Toward a strategy for the theory-driven, computer-assisted classification of large text corpora	Communication Methods & Measures
Christian	Baden	Associate Professor	14	Journalism studies					Maintenance of news frames: How US, British and Russian news made sense of unfolding events in the Syrian chemical weapons crisis	Journalism Studies
Christian	Baden	Associate Professor	14	Journalism studies					Dynamics of (dis)trust between the news media and their audience: The case of the April 2019 Israeli exit polls	Journalism
Christian	Baden	Associate Professor	14	Journalism studies					On Resonance: A study of culture-dependent reinterpretations of extremist violence in Israeli media discourse	Media, Culture & Society
Christian	Baden	Associate Professor	14	Journalism studies					Political polarization on the digital	Political Communication

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		r							sphere: A cross-platform, over-time analysis of interactional, positional, and affective polarization on social media	
Christian	Baden	Associate Professor	14	Journalism studies	Associated with CIDR & the Smart Institute of Communication; PI & Executive Board Member in the OPTED H2020 Grant Project; Senior Researcher at the PROFECI ERC Lab	Editorial Boards of Journal of Communication, Digital Journalism, Communication Methods & Measures, Computational Communication Research; ECREA Political Communication Election Officer	7	PhD	The memories of others: How leaders import collective memories in political speech	International Journal of Comparative Sociology
Christian	Baden	Associate Professor	14	Journalism studies					Navigating the complexities of media roles in conflict: The INFOCORE approach	Media, War & Conflict
Christian	Baden	Associate Professor	14	Journalism studies					Blinded by the lies? Toward an integrated definition of conspiracy theories	Communication Theory
Christian	Baden	Associate Professor	14	Journalism studies					Who are 'the people'? Uses of empty signifiers in propagandistic news discourse	The Journal of Language and Politics
Christian	Baden	Associate	14	Journalism					Reconstructi	P. D'Angelo

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		Associate Professor		Journalism studies					Reframing news from intertextual discourse: A semantic network approach to news framing analysis	(Ed.), Doing news framing analysis II: Empirical and theoretical perspectives
Christian	Baden	Associate Professor	14	Journalism studies					Reframing community boundaries: The erosive power of new media spaces in authoritarian societies	Information, Communication & Society
Christian	Baden	Associate Professor	14	Journalism studies					Diversity in News Recommendations	Dagstuhl Manifestos
Christian	Baden	Associate Professor	14	Journalism studies					Gendered communication styles in the news: An algorithmic comparative study of conflict coverage	Communication Research
Dmitry	Epstein	Senior Lecturer	15	Internet and new media	The Federmann Cyber Security Center – Cyber Law Program; Behavioral Lab	Chair, Global Internet Governance Academic Network; Co-founder, Comparative Privacy Research Network	2	PhD	Markers of online privacy marginalization: Empirical examination of socioeconomic disparities in social media privacy attitudes, literacy, and behavior	Social Media + Society
Dmitry	Epstein	Senior Lecturer	15	Internet and new media					Differential effects of capital-enhancing and recreational internet use on citizens' demand for	Communication Research

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									democracy	
Dmitry	Epstein	Senior Lecturer	15	Internet and new media					#MyPrivacy: How users think about social media privacy	Proceedings of #SMSociety
Dmitry	Epstein	Senior Lecturer	15	Internet and new media					There is hope: Race, gender, and the uses and gratifications of social media	Race/Gender/Class/Media
Dmitry	Epstein	Senior Lecturer	15	Internet and new media					We care about different things: Non-elite conceptualizations of social media privacy	Social Media + Society
Gad	Taub	Senior Lecturer	6	Theory, history and philosophy of media and communication	Mezilah Institute				Global Elites and National Citizens	Sella Meir Publishing
Ifat	Maoz	Full Professor / Professor	31	Political communication and psychological processes in the digital age					A conflict within a conflict: intragroup ideological polarization and intergroup intractable conflict	Current Opinion in Behavioral Sciences
Ifat	Maoz	Full Professor / Professor	31	Political communication and psychological processes in the digital age					Women for Peace: Promoting Dialogue and Peace through Facebook?	Social Media and Society
Ifat	Maoz	Full Professor / Professor	31	Political communication and psychological processes in the digital age					The normalization of hatred: Identity, affective polarization, and dehumanization on Facebook in the context of intractable political conflict	Social Media and Society

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Ifat	Maoz	Full Professor / Professor	31	Political communication and psychological processes in the digital age					Negotiating and Mediating Moral Concern through Intergroup Encounters	Negotiation and Conflict Management Research
Ifat	Maoz	Full Professor / Professor	31	Political communication and psychological processes in the digital age			1	MA	The new Middle East': Jewish-Israeli exclusion of Palestinians in Facebook advertising	First Monday
Ifat	Maoz	Full Professor / Professor	31	Political communication and psychological processes in the digital age	Swiss Center for Conflict Research, Head; Lafer Center for Gender Studies, Head; Hebrew University Board of Governors	; Member, Hebrew University Promotion Committee to Full Professor In Social Sciences and Humanities	3	PhD	Palestinian media landscape: Experiences, narratives, and agendas of journalists under restrictions	The Communication Review
Ifat	Maoz	Full Professor / Professor	31	Political communication and psychological processes in the digital age					Working together in the context of protracted asymmetric conflict: Israeli Jews and Palestinians in joint medical work teams	Peace and Conflict: Journal of Peace Psychology
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies			1	MA	"Be Less of a Slave to the News": A Text-Material Perspective on News Avoidance among Young Adults	Journalism Studies
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Not so bad news? Investigating journalism's contribution	Media in War and Armed Conflict: The Dynamics of Conflict News

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									to what's bad, and good, in news on violent conflict.	Production and Dissemination [edited book]
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Temporal affordances in the news	Journalism
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Speaking across communication subfields	Journal of Communication
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Media projections and Trump's election: A self-defeating prophecy?	Trump and the Media [edited book]
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Dimensions, Speakers, and Targets: Basic Patterns in European Media Reporting on Populism	Communicating populism: Comparing actor perceptions, media coverage, and effects on citizens in Europe [edited book]
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					The populist rhetoric of individual political actors on social media: Revealing an elitist aspect	Populist political communication across Europe: Contexts and contents [edited book]
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Viewpoint, testimony, action: How journalists reposition source frames within news frames	Journalism Studies
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Journalistic transformation: How source texts are turned into news stories	Journalism
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Start Spreading the News: A Comparative Experiment on the Effects	The International Journal of Press/Politics

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									of Populist Communication on Political Engagement in Sixteen European Countries	
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					The peace dividend as an intangible benefit in mega-project justification: A comparative content analysis of the Dead Sea-Red Sea Canal	Geoforum
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Mediating the opponent's news: A study of inter-media citations in the Israeli-Palestinian conflict	Media, War & Conflict
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Incidentality on a continuum: A comparative conceptualization of incidental news consumption	Journalism
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Textual reservations in conflict situations: How the Israeli and Palestinian media treat each other's coverage	Journalism Practice
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Gendered communication styles in the news: An algorithmic comparative	Communication Research

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									study of conflict coverage	
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies	ERC Social Science Lab at the Hebrew University (PI, PROFECI)	Associate Editor, Journal of Communication; Chair, Journalism Studies Division, International Communication Association; Head of the Social Sciences Internship Program, Hebrew University ; International Journal of Press/Politics Best Book Award Committee (member); Editorial Board member: Journalism & Journalism Studies;	5	PhD	From the barbecue to the sauna: A comparative account of the folding of media reception into the everyday life	New Media & Society
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Journalism and Memory	Handbook of Journalism Studies [edited book]
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Talking It Personally: Features of Successful Political Posts on Facebook	Social Media + Society
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Dynamics of (dis) trust between the news media and their	Journalism

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									audience: The case of the April 2019 Israeli exit polls	
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					The search for common ground in conflict news research: Comparing the coverage of six current conflicts in domestic and international media over time	Media, War & Conflict
Keren	Tenenboim-Weinblatt	Associate Professor	21	Journalism studies					Unpacking Journalists' (Dis)Trust: Expressions of Suspicion in the Narratives of Journalists Covering the Israeli-Palestinian Conflict	The International Journal of Press/Politics
Lilach	Nir	Associate Professor	19	Political communication and psychological processes in the digital age					Cross-national Evidence of a Negativity Bias	Political Communication
Lilach	Nir	Associate Professor	19	Political communication and psychological processes in the digital age					Bridging gaps in cross-cutting media exposure: The role of public service broadcasting	Political Communication
Lilach	Nir	Associate Professor	19	Political communication and psychological processes in the digital age					Psychophysiology in the study of political communication: An expository...	Political Communication
Lilach	Nir	Associate Professor	19	Political communication and psychological processes in the digital age					Does Interpersonal discussion increase political knowledge?	Communication Research

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Lilach	Nir	Associate Professor	19	Political communication and psychological processes in the digital age					Political Power-Sharing and Crosscutting Media Exposure	International Journal of Communication
Lilach	Nir	Associate Professor	19	Political communication and psychological processes in the digital age			2	MA	Negativity Biases in Political Ideology: Comparative test Across 17 countries	American Political Science Review
Lilach	Nir	Associate Professor	19	Political communication and psychological processes in the digital age	Institute for the Study of Citizens and Politics (ISCAP), U of Pennsylvania; Social Sciences Behavior Lab, Hebrew U	ICA, Top paper in political communication	2	PhD	Whose Media are Hostile?	European Journal of Communication Research
Lilach	Nir	Associate Professor	19	Political communication and psychological processes in the digital age					Cross-national evidence of a negativity bias in psychophysiological reactions to news	PNAS: Proceedings of the National Academy of Sciences
Limor	Shifman	Full Professor / Professor	23	Internet and new media					Internet memes and the twofold articulation of values	Society and the Internet: How Networks of Information and Communication are Changing Our Lives
Limor	Shifman	Full Professor / Professor	23	Internet and new media			1	MA	Laughing alone, together: local user-generated satirical responses to a global event	Information, Communication and Society
Limor	Shifman	Full Professor / Professor	23	Internet and new media					Talking it personally: Features of successful political posts on Facebook	Social Media and Society
Limor	Shifman	Full Professor / Professor	23	Internet and new media					Testimonial rallies and the construction	European Journal of Communication

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		r							of memetic authenticity	
Limor	Shifman	Full Professor / Professor	23	Internet and new media					Digital political infographics: A rhetorical palette of an emergent genre	New Media & Society
Limor	Shifman	Full Professor / Professor	23	Internet and new media					Off the charts: user engagement enhancers in election infographics	Information, Communication and Society
Limor	Shifman	Full Professor / Professor	23	Internet and new media	Internet and Society	International Journal of Communication; Television and New media; International Journal of Cultural Studies; Humor: International Journal of Humor Research	9	PhD	SRSLY?? A typology of online ironic markers	Information, Communication and Society
Limor	Shifman	Full Professor / Professor	23	Internet and new media					Meme templates as expressive repertoires in a globalizing world: A cross-linguistic study	Journal of Computer Mediated Communication
Meital	Balmas	Senior Lecturer	11	Political communication and psychological processes in the digital age			1	MA	I care about your plight, but only if I like your leader: The effect of national leaders' perceived personality on empathy and pro-social behavior towards their citizenry	Personality and Social Psychology Bulletin

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Meital	Balmas	Senior Lecturer	11	Political communication and psychological processes in the digital age					National leaders' personality cues and Americans' attitudes toward their countries	International Journal of Public Opinion Research
Meital	Balmas	Senior Lecturer	11	Political communication and psychological processes in the digital age					Tell me who is your Leader, and I will Tell you who you are: Foreign Leaders' Perceived Personality and Public Attitudes Toward their Countries and Citizenry	American Journal of Political Science
Menahem	Blondheim	Full Professor / Professor	16	Internet and new media					The Ordinances Attributed to Rabbi Gershom of Mainz as Regulations of Diasporic Communications: A Proposition	Communication in the Jewish Diaspora
Menahem	Blondheim	Full Professor / Professor	16	Internet and new media					Telegraph: Invention and Impact	International Encyclopedia of Journalism Studies
Menahem	Blondheim	Full Professor / Professor	16	Internet and new media					Palestinian Media Landscape: Experiences, Narratives, and Agendas of Journalists under Restrictions	The Communication Review
Menahem	Blondheim	Full Professor / Professor	16	Internet and new media					It's the text, stupid! Mobile phones, religious communities, and the silent threat of text messages	New Media and Society
Menahem	Blondheim	Full	16	Internet and					Responsa	Communication

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		Professor / Professor		new media					between Two Worlds: America, Eastern Europe, and the Connection between Distance and Authority in the Turn of the 19th Century	in the Jewish Diaspora
Menahem	Blondheim	Full Professor / Professor	16	Internet and new media					'One People, Scattered': Jewish Diasporic Communications, 200-2000 CE"	Communication in the Jewish Diaspora
Menahem	Blondheim	Full Professor / Professor	16	Internet and new media					Communication in the Jewish Diaspora: Two Thousand years of Saying Goodbye without Leaving	Israel Academic Press
Menahem	Blondheim	Full Professor / Professor	16	Internet and new media					Diaspora Dreams: Four Dreams, Five Scrolls	Communication in the Jewish Diaspora
Menahem	Blondheim	Full Professor / Professor	16	Internet and new media					Why is this Book Different from all other Books? The Orality, the Literacy and the Printing of the Passover Haggadah	Communication in the Jewish Diaspora
Menahem	Blondheim	Full Professor / Professor	16	Internet and new media					Ethereal Interfaces: Cloud, Fire and the Problem of Human Communication with a Deity	God's Presence
Menahem	Blondheim	Full	16	Internet and	History	Associate			The	Technology in

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		Professor / Professor		new media	Department; ICORE Excellence Center on "Da'at haMakom," Israel Science Foundation; Academic Head, Undergraduate Studies, Rothberg International School, Hebrew U; Academic Head, MA program in Israel Studies, RIS, Hebrew U; Head, Walter H. Annenberg Center for American Studies, Hebrew U; Chair, Executive Committee, Israeli-Palestinian Joint Media; Member, Steering Committee, Glorisun Global Network for Buddhist Studies; Member, Executive Committee, Scholas Occurrentes Chairs Program, Vatican City (headed by Pope Francis); Member, Steering Committee, Aix Group; Joint Palestinian-Israeli International Economic Working Group; Member, Scientific Council, Magnes Hebrew University Press; Member, Board of Directors, Falk Institute for Economic Research; Member,	Editor, The Communication Review; Donald L. Shaw Lifetime Award for Outstanding Service to Journalism History; Visiting Professor Sapienza University, Rome; LUMSA University, Rome			Smartphone and its Punishment: Social Distancing of Cellular Transgressors in Ultra-Orthodox Jewish Society, from 2G to the Corona Pandemic	Society

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					Advisory Council, Israel Journalist Organization,					
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Hybrid Content Analysis: Toward a Strategy for the Theory-driven, Computer-assisted Classification of Large Text Corpora	Communication Methods & Measures
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Distributed creativity as political expression: Youth responses to the 2016 US presidential election in online affinity networks	Journal of Communication
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Formative events, networked spaces, and the political socialization of youth	Edited book
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					The Meso News-Space: Engaging with the News between the Public and Private Domains	Digital Journalism
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media			3	MA	Studying incidental news: Antecedents, dynamics and implications	Journalism
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Why we should keep studying good (and everyday) participation: an analogy to political	Media and Communication

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									participation	
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					By any media necessary: The new youth activism	Book
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Youth collective political expression on social media: The role of affordances and memetic dimensions for voicing political views	New Media & Society
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Sustained journalist–audience reciprocity in a meso news-space: The case of a journalistic WhatsApp group	New Media & Society
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Incidentalities on a continuum: A comparative conceptualization of incidental news consumption	Journalism
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Tweeting in the Time of Coronavirus: How Social Media Use and Academic Research Evolve during Times of Global Uncertainty	Social Media + Society
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Interpretative polarization across platforms: How political disagreement develops	Social Media + Society

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									over time on Facebook, Twitter, and WhatsApp	
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Youth Digital Participation: Now More than Ever	Media and Communication
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Remembering television in mainstream Jewish Israel: From one-channel nation to commercial tribalization 1	Israeli Television
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Youth online political expression in non-political spaces: implications for civic education	Learning Media & Technology
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Political polarization on the digital sphere: A cross-platform, over-time analysis of interactional, positional, and affective polarization on social media	Political Communication
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media					Analyzing youth digital participation: Aims, actors, contexts and intensities	The Information Society
Neta	Kligler-Vilenchik	Associate Professor	20	Internet and new media		Editorial board member: Media and Communication, Digital Journalism, Misgarot Media	2	PhD	Mobilization vs. Demobilization Discourses on Social Media	Political Communication
Nicholas	John	Associate	14	Internet and			3	MA	Punching up	New Media &

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		Professor		new media					or turning away? Palestinians unfriending Jewish Israelis on Facebook	Society
Nicholas	John	Associate Professor	14	Internet and new media					'He's Got His Own Sea': Political Facebook Unfriending in The Personal Public Sphere	International Journal of Communication
Nicholas	John	Associate Professor	14	Internet and new media					An agnotological analysis of APIs: Or, disconnectivity and the ideological limits of our knowledge of social media	The Information Society
Nicholas	John	Associate Professor	14	Internet and new media					Deaf and hard of hearing smartphone users: Intersectionality and the penetration of ableist communication norms	Journal of Computer-Mediated Communication
Nicholas	John	Associate Professor	14	Internet and new media	Editorial board, Communication Research; Committee member for the Association of Internet Researchers' Nancy Baym Book Award		4	PhD	The concept of 'sharing' in Chinese social media: Origins, transformations and implications	Information, Communication & Society
Nicholas	John	Associate Professor	14	Internet and new media					What is meant by 'sharing' in the sharing economy?	Built Environment
Nicholas	John	Associate Professor	14	Internet and new media					Imagining an ideal podcast listener	Popular Communication

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Nicholas	John	Associate Professor	14	Internet and new media					Social media bullshit: What we don't know about facebook.com/peace and why we should care	Social Media + Society
Nicholas	John	Associate Professor	14	Internet and new media					Unpacking (the) Secret: Anonymous social media and the impossibility of networked anonymity	New Media & Society
Paul	Frosh	Full Professor / Professor	19	Film and visual culture					The Mouse, the Screen and the Holocaust Witness: Interface Aesthetics and Moral Response	New Media and Society
Paul	Frosh	Full Professor / Professor	19	Film and visual culture					Imagine All the People: Negotiating and Mediating Moral Concern through Intergroup Encounters	Negotiation and Conflict Management Research
Paul	Frosh	Full Professor / Professor	19	Film and visual culture					Photography as a Cultural Industry: A Historical-Theoretical Overview	G. Pasternak, ed. Handbook of Photography Studies
Paul	Frosh	Full Professor / Professor	19	Film and visual culture					Is Commercial Photography a Public Evil? Beyond the Critique of Stock Photography	Melissa Miles and Ed Welch, eds. Photography and its Publics
Paul	Frosh	Full Professor / Professor	19	Film and visual culture			1	MA	Screenshots: Racheengel der Fotografie	Verlag Klaus Wagenbach
Paul	Frosh	Full Professor	19	Film and visual culture		Top Paper Award,	6	PhD	The Poetics of Digital	Polity Press

First Name	Last Name	Rank	H-Index	Fields of Research/ Specialization	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at	Other (special positions, honors, prizes, etc.)	Number of Research Students (students that take an active part in the research, not subjects of your research)	Degree level	Name of Publication	Published In (name of journal / publishing house)
		Professor				Israel Communication Association (co-authored paper with Sandrine Boudana and Akiba Cohen, Tel Aviv University) ; Co-editor, International Journal of Cultural Studies; Corresponding Editor, Media Culture and Society; Editorial Board, Photographies			Media	
Paul	Frosh	Full Professor	19	Film and visual culture					You must remember this: Iconic news photographs and collective memory	Journal of Communication
Paul	Frosh	Full Professor	19	Film and visual culture					You Have Been Tagged: Magical Incantations, Digital Incarnations and Extended Selves	A. Lagerkvist, ed. Digital Existence: Ontology, Ethics and Transcendence in Digital Culture
Paul	Frosh	Full Professor	19	Film and visual culture					Eye, Flesh, World: Three Modes of Digital Witnessing	Schankweiler, K. and Straub, V. and Wendi, T., eds. Image Testimony: Witnessing in Times of Social Media
Raya	Morag	Full Professor	7	Film and visual culture					The New Post-Khmer	Feminist Media Studies

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		r / Professor							Rouge Women's Cinema, the Horrific Intimacy of Autogenocide and the Ethics of Un-forgiveness	
Raya	Morag	Full Professor / Professor	7	Film and visual culture					Perpetrator Trauma, New War, and Israeli Cinema	Van Leer and Hakibutz Hameouhad
Raya	Morag	Full Professor / Professor	7	Film and visual culture					Post-Cultural Revolution Chinese Cinema of Betrayal: The Figure of the Collaborator and the Doubling Paradigm	Continuum Journal of Media & Cultural Studies
Raya	Morag	Full Professor / Professor	7	Film and visual culture					On the Definition of the Perpetrator From the Twentieth to the Twenty-First Century	Journal of Perpetrator Research
Raya	Morag	Full Professor / Professor	7	Film and visual culture	The Jerusalem Cinematheque; Haaretz		3	PhD	Perpetrator Cinema: Confronting Genocide in Cambodian Documentary	Columbia University Press
Raya	Morag	Full Professor / Professor	7	Film and visual culture					Gendered Genocide: New Cambodian Cinema and the Case of Forced Marriage and Rape	Camera Obscura
Tamir	Sheafer	Full Professor / Professor	30	Political communication and psychological processes in the digital age					A Weakly Supervised and Deep Learning Method for an Additive Topic Analysis of Large	Computational Communication Research

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									Corpora	
Tamir	Sheafer	Full Professor / Professor	30	Political communication and psychological processes in the digital age					Fine-Grained Analysis of Diversity Levels in the News	Communication Methods and Measures
Tamir	Sheafer	Full Professor / Professor	30	Political communication and psychological processes in the digital age					Strategy news is good news: How journalistic coverage of politics reduces affective polarization	Political Communication
Tamir	Sheafer	Full Professor / Professor	30	Political communication and psychological processes in the digital age					The Effect of Politicians' Personality on Their Media Visibility	Communication Research
Tamir	Sheafer	Full Professor / Professor	30	Political communication and psychological processes in the digital age					Role-based association of verbs, actions, and sentiments with entities in political discourse	Communication Methods and Measures
Tamir	Sheafer	Full Professor / Professor	30	Political communication and psychological processes in the digital age					Navigating high-choice European political information environments : A comparative analysis of news user profiles and political knowledge	International Journal of Press/Politics
Tamir	Sheafer	Full Professor / Professor	30	Political communication and psychological processes in the digital age		Editorial boards: Political Communication; International Journal of Press/Politics; Public Opinion Quarterly	8	PhD	Non-representative representatives: An experimental study of the decision making of elected politicians	American Political Science Review
Tamir	Sheafer	Full Professor	30	Political communication			1	MA	Start Spreading the	Press/Politics

First Name	Last Name	Rank	H-Index	Fields of Research/ Specialization	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at	Other (special positions, honors, prizes, etc.)	Number of Research Students (students that take an active part in the research, not subjects of your research)	Degree level	Name of Publication	Published In (name of journal / publishing house)
		Professor		and psychological processes in the digital age					News: A Comparative Experiment on the Effects of Populist Communication on Political Engagement in Sixteen European Countries	
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture	DAAD Center for German Studies (HUJI); Center for Austrian Studies (HUJI); Horizon 2020 Project "Visual History of the Holocaust: Rethinking Curation in the Digital Age"; DFG-Project "Archeology of Iconic Film Footage from the Nazi Era"	Advisory Board AMCHA Digital Memory Project (Germany); Scientific Expert SPUR.lab (Germany)	9	PhD	Commemorating from a distance: the digital transformation of Holocaust memory in times of COVID-19	Media, Culture & Society
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Documentary Film and Memory: Documentary Films as Medium and Tool of Cultural Memory	Handbuch Filmsoziologie
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Stasi as Negative Prism of German History: Crossing Borders and Entangled Memories in Films about the GDR	Images of Total Domination: The East German Secret Service in Film and Television
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Cinematic Historiographies: Reading Traces with The State I am In, Barbara and Phoenix	On Christian Petzold

First Name	Last Name	Rank	H-Index	Fields of Research/ Specialization	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at	Other (special positions, honors, prizes, etc.)	Number of Research Students (students that take an active part in the research, not subjects of your research)	Degree level	Name of Publication	Published In (name of journal / publishing house)
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Blind spots, in the Present: The National Socialist Past in Recent Austrian Films	Zeitgeschichte
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Commemorating the Victims, learning about Perpetrators: The Israeli Memorial Yad Vashem as Resonant Place	The Contested Museum: Exhibiting Contemporary History between Deconstruction and Interpretation
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Double-Occupancy and Delay: Claude Lanzmann, The Last of the Unjust, and the Archive	The Construction of Testimony: Claude Lanzmann's Shoah and its Outtakes
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Resonating Trauma: Framing Conflicting Memories of the Entebbe Hostage Crisis	New German Critique
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Witnessing Eva Stories: Media witnessing and self-inscription in social media memory	New Media & Society
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Mutant History X: Visual Memories of the Holocaust in the X-Men Universe	Put the X in PolitiX: Critique of Power and Thinking Alliances with the X-Men Films
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Memorials as Discursive Spheres: Holocaust and Second World War	Memory Studies

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									Iconography in Public Commemoration of Extremist-Right Violence	
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Projected Encounters: Rolf Vogel, and the Beginnings of Cinematic Relations between Germany and Israel	Leo Baeck Institute Yearbook
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Media Resonance and Conflicting Memories: Historical Event Movies as Conflict Zone	Memory Studies
Tobias	Ebbrecht-Hartmann	Senior Lecturer	9	Film and visual culture					Terror Films: The socio-cultural reconstruction of trauma in contemporary Israeli cinema	Images – Int. Journal of European Film, Performing Arts and Communication
Tsfira	Grebel'sky-Lichtman	Associate Professor of the Practice	7	Political communication and psychological processes in the digital age		Outstanding Teaching Awards, the Faculty of Social Sciences at The Hebrew University of Jerusalem	5	MA	Immediacy Communication and Success in Crowdfunding Campaigns: A Multimodal Communication Approach	International Journal of Communication,
Tsfira	Grebel'sky-Lichtman	Associate Professor of the Practice	7	Political communication and psychological processes in the digital age					Gender Effect on Political Leaders' Nonverbal Communicative Structure during the COVID-19 Crisis	International Journal of Environmental Research and Public Health

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Tsfira	Grebel'sky-Lichtman	Associate Professor of the Practice	7	Political communication and psychological processes in the digital age					Extending Impression-Management theory: The need for privacy vs. the need to express information on instant messaging apps	Studies in Media and Communication
Tsfira	Grebel'sky-Lichtman	Associate Professor of the Practice	7	Political communication and psychological processes in the digital age					The relationship of social differences and verbal/nonverbal parental communication patterns: Indicators of perpetuating social differences and of social change	Keshet
Tsfira	Grebel'sky-Lichtman	Associate Professor of the Practice	7	Political communication and psychological processes in the digital age					When a Man Debates a Woman: Trump vs. Clinton in the first mixed gender presidential debates	Journal of Gender Studies
Tsfira	Grebel'sky-Lichtman	Associate Professor of the Practice	7	Political communication and psychological processes in the digital age					Congruence of verbal and non-verbal behavior during parent-child interaction	S. Smith & S. R. Wilson (Eds.) Reflections on Interpersonal Communication. Cognella Academic Publishing.
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					"Solemn and just demands": Seeking apologies in the international arena	Review of International Studies
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					Reframing, Remorse, and Reassurance: Remedial Work in	Foreign Policy Analysis

First Name	Last Name	Rank	H-Index	Fields of Research/ Specialization	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at	Other (special positions, honors, prizes, etc.)	Number of Research Students (students that take an active part in the research, not subjects of your research)	Degree level	Name of Publication	Published In (name of journal / publishing house)
									Diplomatic Crises	
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					What makes them tick: Challenging the Impersonal Ethos in IR	Cooperation and Conflict
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					Language in New Light: Raphael Nir's Book	Co-edited book in Hebrew
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					Too good to be true: The effect of conciliatory message design on compromising attitudes in intractable conflicts	Discourse and Society
Zohar	Kampf	Associate Professor	30	Language, discourse and communication			2	MA	You run faster than Messi and jump higher than Jordan": The Art of Complimenting and Praising in Political Discourse	Journal of Politeness Research
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					Textual Reservations in Conflict Situations: How the Israeli and Palestinian Media Treat Each Other's Coverage	Journalism Practice
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					Mediating the opponent's news: A study of inter-media citations in the Israeli-Palestinian conflict	Media, War & Conflict
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					Political Speech Acts in Contrast: The Case of	Journal of Pragmatics

First Name	Last Name	Rank	H-Index	Fields of Research/ Specialization	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at	Other (special positions, honors, prizes, etc.)	Number of Research Students (students that take an active part in the research, not subjects of your research)	Degree level	Name of Publication	Published In (name of journal / publishing house)
									Calls to Condemn in News Interviews	
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					To Bark or to Bite? Journalism and Entrapment	The Routledge Companion to Media and Scandal
Zohar	Kampf	Associate Professor	30	Language, discourse and communication	Discourse Forum; The Swiss center for conflict research; The Ross Priory Group for Research on Broadcast Talk; Critical Approaches to Discourse Analysis across Disciplines (CADAAD); International Communication Association; International Pragmatics Association; Israeli Communication Association; Israeli association for the study of language and society	Associate editor, Journal of pragmatics ; EB, Communication Theory; EB - Journal of Language Aggression and Conflict; EB - contrastive pragmatics ; EB - Cambridge Elements in Pragmatics series; Academic Programs Reviewer, Israeli Council for Higher Education	4	PhD	Intention work: The scope of journalistic interpretation of political speech acts	Journalism
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					"Wait with Falling in Love": Discursive Evaluation of Amicable Messages Conveyed by Opponents	Journal of Language and Social Psychology
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					Interpretive constructs in contrast: The case of flattery in Hebrew and in Palestinian Arabic	Contrastive Pragmatics
Zohar	Kampf	Associate	30	Language,					#Lovely	Compliments on

First Name	Last Name	Rank	H-Index	Fields of Research/ Specialization	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at	Other (special positions, honors, prizes, etc.)	Number of Research Students (students that take an active part in the research, not subjects of your research)	Degree level	Name of Publication	Published In (name of journal / publishing house)
		Professor		discourse and communication					country, #wonderful people: Diplomatic Compliments on Twitter	Twitter
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					SRSLY?? A typology of online ironic markers	Information, Communication and Society
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					"Do you condemn?" negotiating power relations through (in-) direct questions and answers design in ethno-political interviews	The discourse of indirectness: Cues, voices and functions
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					"Flattery helps": Relational practices in Statecraft	Language and Communication
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					Populism as a meta-discursive resource for positioning and framing in mediated political discourse	Discourse, Context and Media
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					The pragmatics of interstate amicable communication	Intercultural Pragmatics
Zohar	Kampf	Associate Professor	30	Language, discourse and communication					To Thine Own Self be True": The Perceived Meanings and Functions of Political Consistency	Language in Society

**Comments for table:**

**Table 26 - Cooperation activities by department members both in Israel and abroad**

First Name	Last Name	Rank	Cooperation Activities
Amit	Pinchevski	Associate Professor	<ul style="list-style-type: none"> <li>from 2020: coeditor of ICA Handbook of Communication Ethics, with Patric Buzzanell (S Florida U) and Jason Hannan (U of Winnipeg).</li> </ul>
Christian	Baden	Associate Professor	<ul style="list-style-type: none"> <li>with Martijn Schoonvelde (UCD, Ireland), Mariken van der Velden (VU Amsterdam, Netherlands) within OPTED, plus the larger project team that includes dozens of more researchers</li> <li>with Nina Springer (Södertörn U, Sweden), Benjamin Krämer &amp; Nina Steindl (LMU Munich, Germany), and several additional researchers in the wider network as part of an unfunded research network on conspiracy belief</li> <li>with Helle Sjovaag (Stavanger U, Norway), Wouter van Atteveldt (VU Amsterdam, Netherlands), Damian Trilling (UvA, Netherlands) within a network of computational communication researchers, ongoing research grant bids so far not funded</li> <li>with Yossi David &amp; Pascal Jürgens (JGU Mainz, Germany) as part of a joint GIF bid</li> <li>with Moran Yarchi (IDC Herzliya) as part of a joint unfunded research project on polarization</li> <li>with Christoph Meyer (KCL, UK) and Marie-Soleil Frère (ULB, Belgium), plus the larger project team of the former INFOCORE consortium (project ended 12/2017)</li> <li>with Daniel Maier &amp; Daniela Stoltenberg (FU Berlin, Germany) &amp; Annie Waldherr (WWU</li> </ul>

First Name	Last Name	Rank	Cooperation Activities
			<p>Münster, Germany) as part of a joint seed project hosted by FU Berlin</p> <ul style="list-style-type: none"> <li>• with the members of the Human Rights under Pressure (HRUP) joint doctoral program with FU Berlin, Germany, as part of the training program and as co-supervisor of one doctoral candidate, Krisztian Simon</li> <li>• with Carsten Bagge Lautsen (Aarhus U, Denmark) as co-supervisor of one doctoral candidate, Sandra Simonsen</li> <li>• with Romy Fröhlich (LMU Munich, Germany) as co-supervisor of two doctoral candidates, Katsiaryna Stalpouskaya and Ieva Zakareviciute</li> <li>• with Toril Aalberg &amp; Stefan Geiss (NTNU, Norway) as co-supervisor of one doctoral candidate, Cristina Monzer</li> <li>• with a large network of scholars all across Europe as part of a Dagstuhl Seminar and jointly authored Manifesto</li> </ul>
Dmitry	Epstein	Senior Lecturer	<ul style="list-style-type: none"> <li>• Research project on privacy and teaching on Zoom during COVID-19 - with scholars in France and Estonia.</li> <li>• Research project on comparative privacy - with scholars in the US, Germany, Turkey, and Hong-Kong.</li> <li>• Research project on privacy and remote learning during COVID-19 among highschool students and teachers - with scholars in Germany.</li> </ul>
Eran	Amsalem	Lecturer	<ul style="list-style-type: none"> <li>• Research project on political discussion networks with Peter John Loewen and Eric Merkley (University of Toronto).</li> </ul>

First Name	Last Name	Rank	Cooperation Activities
			<ul style="list-style-type: none"> <li>• Research project on citizens' preferences for politicians with certain personality traits with Peter John Loewen (University of Toronto) and Jeroen Joly (Ghent University).</li> <li>• Research project on the optimal scale length for measures attitudes with Jon Krosnick (Stanford) and David Yeager (University of Texas).</li> <li>• Research project on political knowledge and polarization with Nick Stagnaro (MIT).</li> <li>• Research project on politicians' evaluations of public opinion with Stefaan Walgrave (University of Antwerp) and colleagues from 10 other countries.</li> </ul>
Keren	Tenenboim-Weinblatt	Associate Professor	<ul style="list-style-type: none"> <li>• Co-leading the Israeli team in project NET (a cross-national study of the consumption of news, entertainment, and technology in Argentina, Finland, Israel, Japan, and the United States). With Pablo Boczkowski (US team), Kaori Hayashi (Japan team), Mikko Villi (Finland team), Eugenia Mitchelstein (Argentina team).</li> <li>• Worlds of Journalism project. With Thomas Hanitzsch. Meeting of the network in Madrid, March 18th to March 21st, 2018.</li> <li>• Project on projections in data journalism. With Christian Pentzold. Christian's visit to the Hebrew University: March 18th to April 16th, 2018.</li> <li>• Collaboration in several papers on populism. With Sina Blassnig. Sina's visit to the Hebrew University: June 10th to June 28th,</li> </ul>

First Name	Last Name	Rank	Cooperation Activities
			<p>2018.</p> <ul style="list-style-type: none"> <li>• Co-leading the Israeli team in the Worlds of Journalism project. With Motti Neiger.</li> <li>• Collaboration in a project on the peace dividend as an intangible benefit in justification of mega-projects. With Itay Fischhendler.</li> </ul>
Lilach	Nir	Associate Professor	<ul style="list-style-type: none"> <li>• Research, publications with Laia Castro-Herrero. I hosted a PhD from Switzerland, Fall 2016; continued collaboration on three publications and top paper, ICA.</li> <li>• Research, publications with Desire Schmuck. I hosted a PhD from U of Vienna, Spring 2019. We won funding through the strategic partnership between Hebrew U and the U of Vienna initiative. Collaborated on ICA paper and publication manuscript.</li> <li>• Erasmus, Colloquium and meeting doctoral students with Sophie Lecheler, my host on an Erasmus+ to the Univ of Vienna, April 2019.</li> <li>• Political Comm Summer, Milan, Italy. I was invited faculty to the 2-Yr Milan PC School, July 2018. Respondent on PHD's projects and delivering a lecture.</li> <li>• Research supervision - Anne Schaefer, now PhD, co-supervised with Prof. Rudiger Schmitt-Beck. Univ of Mannheim, Germany. Defense on September, 2019.</li> </ul>
Lillian	Boxman-Shabtai	Lecturer	<ul style="list-style-type: none"> <li>• collaboration with Ioana Literat (Columbia University) and with Neta Kligler-Vilenchick (HUJI) on BSF grant proposal and on a joint paper.</li> </ul>

First Name	Last Name	Rank	Cooperation Activities
Limor	Shifman	Full Professor / Professor	<ul style="list-style-type: none"> <li>• Collaboration with prof. Mike Thelwall. Mike visited israel in Jan 2020 to work with the digital values team.</li> </ul>
Meital	Balmas	Senior Lecturer	<ul style="list-style-type: none"> <li>• Research project and writing a joint research proposal.</li> <li>• Erasmus+ - visit in Konstanz (Prof. Peter Selb).</li> <li>• The HUJI-FUB Joint Seed Funding - visit in Israel (Schieferdecker David).</li> </ul>
Neta	Kligler-Vilenchik	Associate Professor	<ul style="list-style-type: none"> <li>• Research grant, joint articles. With Barbara Pfetsch, Annie Waldherr, Daniel Maier, Daniela Stoltenberg.</li> <li>• Research grant, international collaboration with joint articles. With Pablo Boczkowski.</li> <li>• International collaboration with joint articles. With Eugenia Mitchelstein, Kaori Hayashi.</li> <li>• International collaboration with joint articles, joint editing of special issue. With Mikko Villi.</li> <li>• Joint editing of special issue. With Alfred Hermida, Sebastian Valenzuela.</li> <li>• Joint articles, received joint research grant, joint editing of special issue. With Ioana Literat.</li> <li>• Joint articles. With Ori Tenenboim, Moran Yarchi.</li> </ul>
Nicholas	John	Associate Professor	<ul style="list-style-type: none"> <li>• Research project on "sharing" in Chinese social media. I hosted Luolin Zhao, then a PhD student at Peking University, for 6 months in Israel while we worked on</li> </ul>

First Name	Last Name	Rank	Cooperation Activities
			<p>research together.</p> <ul style="list-style-type: none"> <li>• Research project on privacy and teaching on Zoom with scholars in France and Estonia. There were no visits (Corona)</li> </ul>
Paul	Frosh	Full Professor / Professor	<ul style="list-style-type: none"> <li>• Joint leadership of an ISF funded research project with Akiba Cohen and Sandrine Boudana of Tel Aviv University.</li> </ul>
Tamir	Sheafer	Full Professor / Professor	<ul style="list-style-type: none"> <li>• Data science project together; working on a book. With Scott Althaus, workshop in U of Illinois (2018); meeting in Israel (2019).</li> <li>• Mutual project with Stefaan Walgrave. Zoom meetings in 2020 as exchange for workshop.</li> <li>• Submitting grant proposal with Peter Lowen, zoom meetings in 2020 as exchange for workshop.</li> <li>• ongoing research as part of the Network of European Political Communication Scholars. With Frank Esser, Jesper Strömbäck, Claes de Vreese, Toril Aalberg, Peter Van Aelst, Ana Sofia Cardenal, Nicoleta Corbu, David Nicolas Hopmann, Karolina Koc-Michalska, Jörg Matthes, Christian Schemer, Sergio Splendore, James Stanyer, Agnieszka Stępińska, Václav Štítko, Yannis Theocharis</li> <li>• Ongoing research with Woutervan Atteveldt. Meeting in Amsterdam in 2019.</li> <li>• working on a paper with Jan Kleinnijenhuis, Anitavan Hoofe. Meeting in Amsterdam in 2019</li> </ul>
Tobias	Ebbrecht-	Senior	<ul style="list-style-type: none"> <li>• EU Horizon 2020 project with partners in</li> </ul>

First Name	Last Name	Rank	Cooperation Activities
	Hartmann	Lecturer	<p>Austria, Germany, France and the USA Joint Research Workshop with Dr. Claudia Sandberg (University of Melbourne). Joint Research Workshop "German Film History from the Margins" 2018 in Jerusalem with researchers from Israel, Australia and the USA</p> <ul style="list-style-type: none"> <li>• EU Horizon 2020 project with partners in Austria, Germany, France and the USA. Collaboration in the Horizon 2020 research and innovation action "Visual History of the Holocaust: Rethinking Curation in the Digital Age" since 2019; joint workshops in Vienna with colleagues from the Ludwig Boltzmann Institute for Digital History, the Justus Liebig University Giessen, the University of Bremen, and the TU Wien.</li> <li>• Joint Research Project "Coping with Terrorism in Germany and Europe". Collaboration with Prof. Arnd Bauerkämper (FU Berlin), joint online seminar and student workshop in Jerusalem, meetings in Berlin for preparing a joint research application.</li> <li>• Network German-Jewish Film History in the Federal Republic. Active in the network German-Jewish Film History in the Federal Republic funded by the German Research Foundation since 2019, joint workshop in Frankfurt in December 2019 with colleagues from Germany and the UK. Several online workshops and meetings in 2020.</li> <li>• Collaboration with Prof. Chris Wahl (Film University Babelsberg). Close collaboration with Prof. Chris Wahl from the Film</li> </ul>

First Name	Last Name	Rank	Cooperation Activities
			<p>University Babelsberg since 2014, in 2018-2020 collaborative grant application, funding approved by the German Research Foundation in December 2020.</p> <ul style="list-style-type: none"> <li>• Conference "Remembering Austria's 1938". Co-organizer (with Irene Aue Ben David, Leo Baeck Institute Jerusalem) of the International Conference and Film Series "Nach dem Anschluß – Remembering Austria's 1938" in November 2018. Lectures by: Heidemarie Uhl, Dieter Hecht, Ingo Zechner, Albert Lichtblau.</li> <li>• International Conference "Perspectives on Terrorism and Migration in Germany, Europe and Israel: From Discourse to Policy". Co-Organizer (with Yael Ben-Moshe and Eli Friedman) of the International Conference "Perspectives on Terrorism and Migration in Germany, Europe and Israel: From Discourse to Policy" in March 2019 in Haifa and Jerusalem. Lectures by: Oren Meyers, Shlomo Shpiro, Monika Kopytowska, Ireneusz Pawel Karolewski and others.</li> <li>• Vienna-Jerusalem Graduate School "Memory and Media – Media of Memory". Co-Organizer (with Heidemarie Uhl and Ljiljana Radonic from the Austrian Academy of Sciences) of the second Vienna-Jerusalem Graduate School "Memory and Media – Media of Memory" in September 2019 at the Hebrew University. Keynotes by: Karin Liebhart, Amit Pinchevski, Noam Tirosh, Stefan Benedik, Juliane Brauer, Vered Saroussi-Vinitzky.</li> <li>• The Research Workshop "Images as Data –</li> </ul>

First Name	Last Name	Rank	Cooperation Activities
			<p>Visual Culture and Machine Learning". Co-Organizer (with Renana Keydar from the Hebrew University) of the Research Workshop "Images as Data – Visual Culture and Machine Learning" with Fabian Offert (University of Erlangen) at the Hebrew University in February 2020.</p> <ul style="list-style-type: none"> <li>• Online-Workshop Audiovisual Digital Humanities. Co-Organizer of the Online Workshop (with Barbara Flückiger, Jan-Hendrik Bartels and Matthias Grotkopp) Audiovisual Digital Humanities (cooperation between University of Zürich, Freie Universität Berlin, Hebrew University of Jerusalem).</li> <li>• Young Forum at the Israeli Academy of Sciences. Member of the Young Forum of the Israeli Academy of Sciences in 2020/21.</li> </ul>
Zohar	Kampf	Associate Professor	<ul style="list-style-type: none"> <li>• Host, Prof. Gonen Dori-Hacohen, U Amherst, Massachusetts (Visiting Professor, 2018).</li> <li>• Host, Dr. akour, Al Qasemi college, Israel (Postdoctoral Fellow, 2018).</li> <li>• Host, Prof. Jonathan Culpeper, Lancaster University (The Shoshana Blum-Kulka Fund, 2018).</li> <li>• Host, Prof. Ruth Page, University of Birmingham (The Shoshana Blum-Kulka Fund, 2019).</li> <li>• Co author, Dr. Yossi David, Johannes Gutenberg University, Germany (2019). Too good to be true: The effect of conciliatory message design on compromising attitudes in intractable conflicts. Discourse &amp; Society</li> </ul>

First Name	Last Name	Rank	Cooperation Activities
			<p>30(4).</p> <ul style="list-style-type: none"> <li>• Co author, Dr. Michal Hamo, Netanya Academic college ((2019) Populism as a meta-discursive resource for positioning and framing in mediated political discourse. Discourse, Context &amp; Media).</li> <li>• Seminar participant, Invitational lecture presented at a research seminar on Political Discourses in Contrast, Budapest, Hungary; Host Prof. Daniel Kadar.</li> <li>• Regular seminar participant. The Ross Priory Group for Research on Broadcast Talk.</li> <li>• Organizing committee, International Graduate Conference in Political Science, International Relations, and Public Policy in Memory of the late Yitzhak Rabin.</li> </ul>

**Comments for table:**

**Table 27 - Research infrastructure of the faculty**

Research Laboratories/ Centers	Fields of Research/ Specialization	Specialized Equipment	Budget for Maintenance

**Comments for table:**

We have no research laboratories.

## **5.7 Infrastructure**

### **5.7.1 Facilities, Equipment and Resources**

#### **5.7.1.1 List the campuses on which the study program is taught. If the study program is offered on more than one campus, is the study program identical on all campuses? What measures are taken to ensure this?**

The study program is taught in its entirety on the Mt. Scopus campus.

#### **5.7.1.2 Specify the department's physical location in the institution (building/s). List any other departments that share the building/s:**

The Department of Communication and Journalism is located on the Mount Scopus campus, in Wings 4 and 5 of the Faculty of Social Sciences Building, on the 3rd and 5th floors. These wings are shared with other departments in the faculty (Statistics, Geography, Psychology, Sociology & Anthropology). The department's administrative offices are situated on the 3rd floor of Wing 4. The faculty's offices are located on the 5th floor of Wing 5, along with the department's seminar room, the Smart Institute's office, and the PhD students' study room.

#### **5.7.1.3 List the physical infrastructure that serves the department. Refer to classrooms, computerization, administrative and academic faculty offices; to what extent does this infrastructure enable the department to operate according to the defined aims and goals?**

The department has 19 offices for faculty members and visiting scholars (some faculty members with joint appointments have an office at their other department). The department also has a seminar room, a room for PhD students, an office for the Smart Institute, a 4-room suite of offices for the administrative staff, and a storage room.

Classrooms are shared by all departments in the faculty and are administered at the faculty level. The faculty has 45 classrooms, all of which are equipped with audiovisual equipment and electricity sockets for students' laptops. The audiovisual equipment in 15 classrooms has recently been upgraded to enable distance learning in parallel with in-class teaching; 28 classrooms now enable such teaching. Wifi is accessible throughout the faculty.

**5.7.1.4 List the laboratories that serve the department (users, equipment, and number of seats):**

n/a

**5.7.1.5 List special equipment and other relevant materials to this section:**

The department holds radio workshops in the Mt. Scopus Radio studio.

**5.7.1.6 Describe the library including computerized databases which serve the students, and teaching staff of the study program:**

The Bloomfield Library for Humanities and Social Sciences was established in 1981, with the merging of 24 departmental libraries from the Edmond J. Safra campus (Givat Ram) into one new building on Mt. Scopus. From the start, the library was using an integrated library system (Aleph, now ExLibris Company). The library was intended to serve lecturers, researchers, and students of the Faculties of Humanities, Social Sciences, Business Administration, and Occupational Therapy. However, in fact, the entire Hebrew University community is its patron. Since 2003 the library has been under the supervision of the Hebrew University Library Authority, established with the purpose of providing an academic, professional, and administrative framework for the university's libraries.

Building Facility, Seating Capacity, Computer Facilities

The library's five-story building is located in the center of the Mt. Scopus campus, situated between the buildings of the Faculties of Humanities and Social Sciences. The first floor houses storage facilities and the library's shelter. The upper four floors offer a variety of seating for about 2,000 patrons. Workplaces with and without computers are integrated into the study areas.

The third (entrance) floor's Berel and Agnes Ginges Library Information Centre provides modern study space with a pleasant atmosphere for individuals and team working groups, small meeting rooms (with LCD screens) that encourage collaborative learning, a computer equipped seminar room, a library classroom (with software that broadcasts the teacher's computer screen to twenty-two students' computers), and a lounge for patrons' relaxation.

The Library's book collections (open shelves) are situated in the reading rooms on the second, fourth and fifth floors, divided into the various fields of study according to the Library of Congress classification system.

Areas for quiet study remain throughout the library reading rooms. Each reading room's surface area is approximately 3,000 square meters and includes seminar rooms for the use of teaching and studying (group study).

On the second floor, there is a Media Department (music, audio, and video collections) equipped with multimedia and viewing stations, and four classrooms.

The library has wireless internet as well as a large number of electrical outlets, and more than 150 computer workstations with various programs, such as bibliographic reference tools, Microsoft Office programs, and

other utilities. Many computers have multi-lingual keyboards (Hebrew-English-Arabic or Hebrew-English-Russian).

By logging in with a personal identification code, a Hebrew University community member has access to all subscribed or purchased electronic resources, such as databases, e-books, e-journals, music, and videos. Our online collections are also available via remote services via Open Athens system.

Printing services are available from all computers, mobile device, and laptops. Photocopying and scanning services are also provided throughout the library.

#### The General Collection

The library collection includes:

##### **Books:**

Print books and ebooks, including electronic packages such as the Ebsco Ebook Collection, Brill, De Gruyter, Cambridge (EBA model - Evidence Based Acquisition), as well as individual titles from other electronic publishers and free titles in all subjects.

The collection contains titles in more than a hundred languages, and the main languages are: Hebrew, English, Arabic, French, German, Spanish, Italian, and Russian.

##### **Journals:**

Mostly in electronic format, including individual subscriptions, packages (Sage, Taylor and Francis, Wiley-Blackwell, Springer, Oxford UP, Cambridge UP, JSTOR, etc.), aggregators (such as Ebsco and Proquest) databases, and free e-journals.

##### **Databases:**

Bibliographic and full text, media, theses, etc.

##### **Non-book material:**

Films (VHS, DVD and digital films), sound recordings, scores, maps.

##### **Theses:**

M.A. and PhD. Theses, submitted to the relevant departments of Hebrew University, are deposited in the library, mainly in electronic format.

#### The Communication and Journalism Collection:

Printed books in this field are located on the second and fourth floor according to the Library of Congress classification designation:

HM 258, 1206-1211 à 450 titles

P 85-100 à 1830 titles

PN 4700-5650 à 1550 titles

PN 1993-1999 à 3400 titles

TR à 1260 titles

The collection consists of approximately 8490 printed books in addition to thousands of e-books purchased through a "Pick and Choose" model or EBA packages, from leading academic publishers (such as Brill, De Gruyter, Cambridge, Oxford) and aggregators (such as Ebsco, Proquest and more).

The library subscribes to thousands of electronic journals from a rich variety of publishers and aggregators such as Sage, Taylor & Francis, Wiley, Oxford, Cambridge, Elsevier, Springer, including all journals published by the ICA.

The library has access to electronic databases in various fields and material types such as bibliographic and full text databases, films, newspaper archives and theses (see list in appendix).

All this material can be found and accessed through the library's catalog or the EDS discovery tool for articles.

#### Budget, Subscriptions, and Collection Development

At the beginning of each academic year the Library Authority receives the acquisition budget from the University Management; most of the budget is allocated to subscriptions for databases, electronic collections, and journals.

The remaining funds are divided between the eight libraries. Subscriptions are also acquired in cooperation with other libraries of the Hebrew University, as well as through the Israeli national consortium ("Malmad"). Subscriptions to new databases are approved only after being evaluated by librarians and faculty members during a requested trial period.

Collection development is a joint effort of librarians and faculty members. Communication between the library and the faculty is maintained by the subject-specialist librarians.

On average, an approximate number of 10,000 to 15,000 titles are added annually to the Library catalog. This number includes new acquisitions, gifts, and donations. Along with the process of new additions, the library routine includes weeding, which is essential to maintaining a quality collection.

The library is working on digitization of unique materials, either from its own collection, or materials collected by researchers, in order to preserve and make them accessible to the university research community through the Alma D. system. Among the digitized materials are maps, slides and more.

In recent years the library has begun to offer support for digital humanities and big data research, by providing tools and data.

#### Circulation Services

The number of active patrons is approximately 12,000. The majority of the monographs are loanable and each patron may borrow up to 100 books simultaneously. Materials not available in our collection may be obtained from other Israeli libraries, as well as from abroad, by inter-library loan services free of charge.

Laptops, financial calculators, and Oxford electronic dictionaries (Hebrew-English-Arabic) and other educational tools, can be loaned to patrons at the Circulation Department. This department also provides cellular modems for students who are about to go on active military reserve duty.

#### Library Staff

The library staff is comprised of 27.5 staff positions: 25 librarians, an administrative assistant and a technical assistant. The library also employs student assistants in all its departments. All librarians have academic degrees in library science and in the fields of humanities and social sciences, and several have advanced degrees. Our librarians are fluent in many languages, necessary to building the collection and serving the readers. They are active in both inter- and intra- university forums, publish in professional journals, lecture at conferences, and have served as chairpersons of national committees.

The library is a member of the Israeli national consortium ("Malmad") and other international organizations.

The library hosts visiting librarians from around the world and sends representatives abroad to acquire new knowledge and skills, and maintain professional collaborations and connections.

#### Electronic Resources

The library homepage (<https://en.libraries.huji.ac.il/mslib>) is updated on a daily basis, and includes information about the library services, resources, staff, and activities. The homepage is available in both English and Hebrew.

Patrons access the library catalog through "HuFind" (Primo), the library resource management system is ALMA (Both systems are Ex Libris products), and the discovery search tool is EDS (of Ebsco), which allows a one-stop search in most of our databases.

Remote Access is done through Open Athens system.

#### Library Instruction, Reference Services, and Cultural Activities

The main reference desk provides professional face-to-face assistance. It is located on the entrance floor. Individual help can also be obtained from a relevant subject specialist librarian by e-mail, phone, or by making an appointment.

Library orientation sessions are offered to new students at the beginning of each semester by our reference staff. These include tours of the library facilities and explanations on the use of the library's resources. These instructions are given in Hebrew, English, and Arabic. There are specialized instruction classes, keyed to particular academic disciplines. In-depth training is given to acquaint students with the databases and reference tools (such as EndNote, Zotero, Mendeley, and SciWheel).

Every B.A. student is required to complete an instructional computerized course (on the Moodle platform) that was created by the Reference Department team. This course acquaints the students with the library resources and teaches effective search skills in the library catalog and databases, as well as the use of internet tools.

During the academic year the library arranges a variety of cultural events in collaboration with the faculty departments, including book launches, meetings, movies, collection donation acceptance ceremonies, visiting ambassadors, exhibitions etc.

#### Access for people with disabilities

All areas of the library building are accessible for persons with disabilities. The library homepage and catalog are also accessible for persons with disabilities.

Sections of the reference and circulation desks are adjusted in height to serve a person in a wheelchair. Glass doors are marked to warn the visually impaired. Two adaptive technology workstations with electrically controlled desk heights are equipped with software and a variety of ergonomic devices for people with motor impairments. One of these stations is equipped with a special device for the visually-impaired that enlarges the size of printed material.

All the library computers include screen reading and enlargement programs, as well as instructional software helpful for people with dyslexia. Armchairs for disabled people are scattered throughout the library.

#### Library Hours

During the school year: Sun.-Wed. 8:30-21:45 Thurs. 8:30-19:00

Summer hours: Sun.-Thurs. 8:30-19:00

### **5.7.1.7 National Infrastructure:**

**5.7.1.7.1 Is there a need for facilities that can serve the evaluated field on a national level, such as unique labs, research centers, libraries etc.?**    ☐ Yes ☒ No

**Specify the need and the added value for their development on a national level:**

**5.7.1.7.2 Operating national infrastructures: how accessible are the services (prices, enrolment, usage, etc.)?**

n/a

**5.7.1.8 In summary, what are the points of strength and weakness of the issues specified in this chapter**

Overall, the infrastructure and facilities available to the faculty are adequate. Despite a growing pressure for office space as the department grows, creative solutions are found. No senior faculty members are required to share an office; the department has a space for PhD students and a decent seminar room. The library's holdings are good, and the library is quick to acquire books as and when requested by faculty. As more of the faculty are attracted to research involving large data sets and computational social scientific methods, the lack of a centralized resource of computers or programmers is sometimes felt. Faculty hire programmers on an ad hoc basis, and use commercial services for data storage and processing in a way that is not fully efficient. Having said that, the university itself has been making significant moves in providing such services centrally for the entire researcher body. We also note that at the time of writing, a lab is being set up by Amsalem, Balmas, Epstein, Maoz and Nir. There are currently 10 fully equipped computer stations for subjects participating in experiments. There's also a workstation for the researchers that has a central computer and a one-way mirror to observe participants. In the near future, the lab will have equipment for measuring psychophysiology (eye-tracking, etc.).