



Committee for the Evaluation of Middle Eastern Studies Programs

Tel Aviv University

Department of Middle Eastern & African History

Evaluation Report

December 2010

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Chapter 1- Background

During its meeting on October 7, 2008, the Council for Higher Education (hereafter: the CHE) decided to evaluate departments in the fields of Middle Eastern History and, in the case of Hebrew University, the Department of Arabic Languages and Literature during the academic year 2009 – 2010.

Following the decision of the CHE, the Minister of Education who serves ex officio as a Chairperson of the CHE, appointed a committee consisting of:

- **Professor Dale F. Eickelman – Dartmouth College, USA, Committee Chair**
- **Professor Emmanuel Sivan – Hebrew University of Jerusalem, Israel (co-chair)¹**
- **Professor Jere L. Bacharach – University of Washington, Seattle, USA**
- **Professor Richard W. Bulliet – Columbia University, USA**
- **Professor Ilai Alon –Tel Aviv University, Israel²**

Ms. Marissa Gross - Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the committee was requested to:

- Examine the self-evaluation reports, which were submitted by institutions that provide study programs in Middle East History/Studies and in the case of the Hebrew University of Jerusalem, also the Department of Arabic Language and Literature.
- Present the CHE with final reports for the evaluated academic units and study programs – a separate report for each institution, including the committee's findings and recommendations.
- Submit to the CHE a general report regarding its opinion as to the examined field within the Israeli system of higher education with recommended standards.

The Committee's letter of appointment is attached as **Appendix 1**.

The first stage of the quality assessment process consisted of self-evaluation, including the preparation of a self-evaluation report by the institutions under evaluation. This process was conducted in accordance with the CHE's guidelines as specified in the document entitled "The Self-Evaluation Process: Recommendations and Guidelines" (October 2008).

¹ Prof. Sivan did not participate in the review of the Hebrew University to avoid a conflict of interest.

² Prof. Alon did not participate in the review of Tel Aviv University to avoid a conflict of interest.

Chapter 2-Committee Procedures

The Committee held its first formal meetings on April 23, 2010. At this meeting committee members were given an overview of higher education in Israel and a description of the Israeli CHE. They also discussed Middle Eastern Studies programs in Israel and fundamental issues concerning the committee's quality assessment activity. Committee members had received copies of the departmental reports before this date.

During April-May 2010 committee members conducted full-day visits to five institutions (six departments) whose Middle Eastern Studies programs the committee was requested to examine.

This report deals with the Middle Eastern and African Studies Department at the Faculty of Humanities at Tel Aviv University.

The Committee's visit to Tel Aviv University took place on April 27-28, 2010.

The Committee spent two days of intensive meetings with opportunities to see the libraries and other facilities, meetings with appropriate administrators, tenure and tenure-track faculty, adjunct faculty, and BA, MA and PhD students. In every case we wish to thank the appropriate individuals for their involvement in our proceedings as their input allowed us to explore in significantly greater depth many of the issues raised in the self-study reports.

The schedule of the visit, including the list of participants representing the institution, is attached as **Appendix 2**.

Chapter 3: Evaluation of Middle Eastern Studies Program at Tel Aviv University

** This Report relates to the situation current at the time of the visit to the institution, and does not take account of any subsequent changes. The Report records the conclusions reached by the Evaluation Committee based on the documentation provided by the institution, information gained through interviews, discussion and observation as well as other information available to the Committee.*

1. Background

The Department of Middle Eastern and African History [hereafter MEAH] is a unit for study and teaching on the Middle East from the seventh century to the present. Its faculty members have a strong publication record, and many of its graduates are active in the field, holding positions at other Israeli institutions. A majority of its faculty received their highest degree from institutions other than Tel Aviv University.

During the last decade of the 20th century MEAH was able to offer advanced work in almost every area – including medieval, Ottoman, modern Middle East, Africa, and Iran – and was particularly noted for its strengths in Ottoman studies. As noted below, the Department faces new challenges under very different conditions in terms of available tenure lines, the changing sense of what constitutes Middle Eastern studies, declining support from research institutes associated with MEAH, declining support for less commonly taught languages such as Persian and Turkish, and declining library resources.

MEAH is located within the Faculty of Humanities. This faculty houses 23 departments and teaching programs, 6 research centers and 15 research institutions. MEAH was one of the first departments at Tel Aviv University. In 1965 the Shiloah Institute became associated with the department, and in 1983 it was renamed the Moshe Dayan Center for Middle Eastern and African Studies. The department is also associated with the Center for Iranian Studies.

During the 2008-2009 academic year, 278 undergraduate students, 76 Master's level students, and 44 doctoral students were enrolled in the Department of Middle Eastern Studies. Figures made available to the Committee show a drop of 44% between the number of students in the MEAH BA program in 2004-2005 and in 2008-2009. In comparison, the overall number of students in the School of Humanities BA programs rose by 13% over the same period. At the MA level the number of MEAH students dropped by 15% while the percentage drop for PhDs was 12%. Again by comparison, the School of the Humanities as a whole experienced a drop of 54% in MA students and 8% in PhD students. It is not clear what these trends mean and claims about student interest, positive or negative, based upon student enrollments must be examined carefully. It is also unclear whether general humanities enrollments provide the best comparison base for MEAH inasmuch as many historians consider themselves social scientists, and many students choose social science disciplines for their double majors.

2. *Faculty and Research*

Based on the CVs and the international renown of many MEAH faculty members, the department continues to enjoy a solid reputation as a center for serious scholarly research. Three long-term adjunct appointments complement the regular faculty offerings with courses on Egypt, North Africa, other parts of Africa, and other courses including ones on gender issues and Sufi movements. Middle Eastern expertise can also be found in other departments at TAU in the social sciences and the humanities. In addition, Tel Aviv University has had outstanding researchers with a good publication record associated with the Dayan Center, an outstanding, if currently seriously underfunded, resource for the study of the twentieth-century Arab world.

While a number of well established, internationally recognized faculty remain in the Department of Middle Eastern and African History, the breadth and depth of coverage that made Tel Aviv special is gone. The loss of approximately 50% of the faculty and all the research positions in the Dayan Center, primarily due to budget cuts, has had an obvious impact. The steady stream of new faculty often introducing new methodologies has also dried up. This trend is not unique to Tel Aviv University but here it has resulted in the end of its program in African history and a decline in the relative international impact of its remaining faculty.

For reasons unclear to the Committee, only one of the six full professors participated in the interviews, depriving Committee members of their input. This lack of input has made it very difficult to assess the department's current efforts at strategic planning. Their absence from a scheduled meeting of the sort that the Committee held at every other reviewed institution impeded a direct assessment.

From the point of view of the Self-Evaluation Report, the most significant development during the last decade has been the drop in the number of tenured and tenured track positions. As highlighted in the Self-Evaluation Report, the number of full time positions has shrunk from 26 in 1995 to 18 today, a 31% drop. Dire as this may seem, the Department's decline parallels both a national trend in Israel and conditions at Tel Aviv University as a whole. Over the same period, the overall number of tenure-track faculty at Tel Aviv University fell from almost 1,400 to 1,000, a 39% drop.

A related problem is that MEAH has not been authorized to make a tenure-track appointment since 2001. The result is that at least one-third of the current tenure-track faculty will retire within the next five or six years. While the Department has made major adjustments to the decline over the last decade, including the virtual elimination of the African studies program in MEAH and a reduction in its offerings on pre-Ottoman topics, sustaining its current strengths in Ottoman and modern Middle Eastern studies, including Iran, will be extremely difficult without the authorization of new positions.

While departmental members acknowledge this development, neither the Self-Evaluation Report or nor the interviews make clear the department's priorities. MEAH's

highest priority appears to be a specialist on Egypt, or an Ottomanist, or a position related to modern Iran. If MEAH is to make the strongest possible case for new appointments, it must speak with a clear voice ranking its internal priorities and the justification for its rankings.

In the view of this Committee, as reflected in the section of its General Report on the current state of Islamic and Middle Eastern studies, MEAH should make these definitions for future positions as broad as possible. For example, the Department may wish to consider the so-called Egyptian slot as an opportunity to acquire a specialist on the contemporary Middle East with a priority for a scholar who works on Egypt. This would enable MEAH to attract the widest pool of candidates representing a number of disciplines. It may be that the best of these candidates will not specialize on Egypt but will still be the most capable of teaching undergraduate courses and guiding MA and PhD candidates. To the degree feasible, excellence should take priority over niche filling. At the same time the Tel Aviv University administration needs to send a stronger message to MEAH that a serious and well-considered planning exercise has a real possibility of succeeding after a decade-long dearth of new positions.

3. Students and Student Research

The Committee was struck by how many of the MA students were involved in double majors which may reflect both the desire of these students to broaden their knowledge through a combination of Middle East history with social science disciplinary or professional school training and, possibly, to be more marketable upon graduation if they did not go on for the PhD. All of them were excited by the opportunities for research and seminars available at the MA level. Those combining work in MEAH and a professional school were aware of the costs of lengthening the time they were in school, but were also resigned to the dearth of viable academic positions in Israel.

The PhD students with whom we met were as a group impressive in terms of the breadth of their disciplinary interests and the geographic areas in which they specialized, their use of a wide variety of methodologies appropriate for their topic, and their ability to identify faculty (including some outside the Department) who could aid them in their research and training. The comments on the quality of feedback from most Tel Aviv faculty was also seen by the Committee as positive as was student awareness of the importance of peer feedback, much created by their own initiative.

The Committee was provided with samples of BA seminar papers, MA theses, and doctoral dissertations. For the non-Hebrew readers, some had English abstracts attached, and the titles of MA theses in English were provided shortly following the committee's visit to Tel Aviv University. These documents suggested a significant range of interesting topics. For reasons of language limitations, the Committee was unable to evaluate the quality of the work performed, although in most cases the references cited indicated an acceptable range of appropriate material consulted.

4. Library and related resources

The national budget cuts for higher education have impacted the ability of most university libraries and the Israel National Library to maintain their collections and physical plant at the level they were at a decade ago. All MEAH faculty and students noted the problem, including reduced acquisition of recent publications and even of some critical electronic databases in their university library. Interviewees at all five institutions reported that the best library in Israel for Middle East Studies is Haifa University. The problem of improving Tel Aviv University's holdings, like that of other Israeli universities, is a national one and must be dealt with at the national level. Recommendations on this subject are contained in this Committee's general report on the state of Islamic and Middle Eastern studies to the Council on Higher Education. On the positive side, MEAH faculty and students considered themselves fortunate that the holdings of the Dayan Center were physically close and represented a unique resource for the study of the modern Arab world. Few, if any, libraries in the world have so extensive a collection of Arabic newspapers.

Unfortunately there seem to be communication problems between faculty members and library staff as to what is being bought, the role of faculty input in purchasing, and the setting of priorities for the collection. This issue can be easily remedied. In addition, some individuals expressed a deep concern for the physical condition of the current holdings in the main Tel Aviv library. Similar concerns were not expressed by faculty or students at any of the other institutions visited. Other problems appear related to the level of adequate staffing. For example, it was reported that donations of collections, such as the Franz Rosenthal library, have remained unpacked and uncatalogued for years.

5. Teaching

Teaching excellence, also a MEAH priority, is reflected in the accessibility of faculty for meetings with students, the opportunities for field trips within and outside of Israel, and the quality of the syllabi in terms of their detailed explanations of what is expected of the students in terms of readings, writing, and examinations. However, BA students in our interviews expressed a desire for more feedback on their writing before their final year. TAU has an undergraduate honors program. Although the numbers of students involved in the this program are not stated in the Self-Assessment, one faculty member indicated that 8 out of 120 undergraduate majors or double majors are part of the honors program. Some faculty members noted the general decline in undergraduate writing ability. Some expressed the view that many students cannot compose a correct sentence in Hebrew or any other language. If this is an accurate statement, then perhaps the Department should strive for more selectivity in its admissions process or call for more resources to introduce more writing into the curriculum rather than accept lower standards as inevitable.

All six of the BA students whom we met anticipated applying for the Department's MA program. The advanced students are required to take courses on methodology, and PhD students are required to participate in a year-long course in which the emphasis is on peer evaluation of their own work, an excellent forum for advanced students.

Using departmental resources and support from the two associated research institutes, MEAH has been supportive of student initiatives such as the Middle East film club and the student-created Iranian film club, field trips, and work opportunities. Considering how limited financial resources are for graduate students, the Committee was favorably impressed by the Department's use of funds.

Both students and faculty expressed concern about opportunities for students to study Ottoman Turkish, modern Turkish, and Persian. For some Tel Aviv students, often with Department support, study in Turkey was an option; but this option is not possible in the case of Persian. Since the problem of covering Less Commonly Taught languages is a national problem, the Committee believes that only under the Council of Higher Education's umbrella, and with the cooperation of all institutions, can adequate solutions be found. This subject is addressed in the general report of the Committee to the CHE.

Unfortunately time did not allow the Committee to explore the relation between MEAH and Arabic and Islamic Studies Department, but making this relationship work is crucial. The issues raised by MEAH faculty focused on who should teach which levels of Arabic, and the Committee encourages more dialogue between the two units. There is also another issue in terms of covering Islamic topics as they relate to the contemporary world. Many such movements are centered outside the traditional geographic boundaries of the Middle East but are linked to it through history, ideology, the electronic media, and the Internet. Universities can offer a unique perspective on these topics and no single department will have a monopoly over available resources and opportunities. Advanced student research topics indicate the rise of student interest in these issues, and the "Schools" system for the doctoral programs can facilitate training in and approach to these topics. In course planning and in making the case for future appointments coverage of the new directions in Islamic studies should be taken into account.

Israeli universities should consider creating National Centers for Excellence such as the planned program in African Studies under the leadership of Ben Gurion University. In a corollary manner, Tel Aviv University through MEAH and the Center for Iranian Studies could be well-positioned to propose creating a Modern Central Asian Studies and Iranian Studies Center. In both cases, courses on modern topics in the Department of Arabic and Islamic Studies could make a significant difference.

Chapter 4: Recommendations and timetable

1. Immediate

The tenure-track members of the Department are urged intensify their discussion of Departmental priorities and to prepare a ranking with a fuller explanation than was made available to the Committee of the underlying rationale for faculty recruitment..

The discussions underway in making an appointment of a new head of the Library is an excellent opportunity to reestablish better communication between faculty and the Library as to buying policies and how priorities are set when cuts must be made or budget enhancements are provided.

MEAH and the Department of Arabic and Islamic Studies should expand current discussions to cover both the teaching of Arabic and courses related to more contemporary Islamic issues so that the limited resources can be used more efficiently and cover more topics.

2. Intermediate

Following the model of African Studies, this Committee recommends the creation of additional Centers of Excellence. If this recommendation is implemented, we urge MEAH to consider taking the lead in designating its existing Center for Iranian Studies, create a Center for Central Asian Studies or include such a focus in the mandate in a unit that could be renamed, for example, the Center for Iranian and Central Asian Studies.

This Committee recommends that the Council of Higher Education that take a direct role in improving the breadth and depth of collections of books and other library materials related to Middle East studies, particularly those in languages other than English and Hebrew. All university libraries, the National Library, and relevant departments, including MEAH, should be urged to participate.

This Committee recommends the creation of nation-wide coordinated programs for the teaching of Less Commonly Taught languages, including but not limited to Turkish and Persian.

3. Long Term

The Department should consider the possibility of changing its name to Middle East History or Middle East Studies since it no longer has the personnel to sustain African Studies and there is no evidence that funding will be available to replace those faculty positions that have been lost.

An improvement in the physical condition of the books in the Tel Aviv Library requires the allocation of resources at the level of the CHE and senior University administration.

Signed by:



Prof. Dale F. Eickelman, Chair



Prof. Jere Bacharach



Prof. Richard W. Bulliet

Appendix 1: Letter of Appointment



March 23rd, 2010

Prof. Dale Eickelman
Department of Anthropology
Dartmouth College
USA

שר החינוך
Minister of Education
وزير التربية والتعليم

Dear Professor Eickelman,

The State of Israel undertook an ambitious project when the Israeli Council for Higher Education (CHE) established a quality assessment and assurance system for Israeli higher education. Its stated goals are: to enhance and ensure the quality of academic studies; to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel; and to ensure the continued integration of the Israeli system of higher education in the international academic arena. Involvement of world-renowned academicians in this process is essential.

This most important initiative reaches out to scientists in the international arena in a national effort to meet the critical challenges that confront the Israeli higher educational system today. The formulation of international evaluation committees represents an opportunity to express our common sense of concern and to assess the current and future status of education in the 21st century and beyond. It also establishes a structure for an ongoing consultative process among scientists around the globe on common academic dilemmas and prospects.

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

It is with great pleasure that I hereby appoint you to serve as the chair of the Council for Higher Education's Committee for the Evaluation of Middle Eastern Studies.

The composition of the Committee will be as follows: Prof. Dale Eickelman (Chair), Prof. Emmanuel Sivan (Co-Chair), Prof. Ilai Alon, Prof. Jere Bacharach, and Prof. Richard Bulliet.

Ms. Marissa Gross will coordinate the Committee's activities.

In your capacity as the chair of the Evaluation Committee, you will be requested to function in accordance with the enclosed appendix.

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

Sincerely,

Gideon Sa'ar
Minister of Education,
Chairperson, The Council for Higher Education

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Riki Mendelzvaig, Secretary of the Council for Higher Education
Ms. Michal Neumann, Head of the Quality Assessment Unit
Ms. Marissa Gross, Committee Coordinator

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November 2009

Appendix to the Letter of Appointment for Evaluation Committees (Study Programs)

1. General

On June 3, 2003 the Council for Higher Education (CHE) decided to establish a system for quality assessment and assurance in Israeli higher education, which came into effect in the academic year of 2004-2005. Within this framework, study-programs are to be evaluated approximately every six

The main objectives of the quality assessment activity are:

- To enhance the quality of higher education in Israel;
- To create an awareness within institutions of higher education in Israel to the importance of quality evaluation and to develop an internal culture of self-evaluation, as well as the required mechanisms;
- To provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel;
- To ensure the continued integration of the Israeli system of higher education in the international academic arena.

It is not the CHE's intention to rank the institutions of higher education according to the results of the quality assessment processes. The evaluation Committee (hereinafter "Committee") should refrain from formal comparisons.

2. The Work of the Evaluation Committee

2.1 The Committee shall hold meetings, as needed, before visiting the institution, in order to evaluate the material received.

2.2 The Committee shall visit the institutions and the academic units being evaluated – if possible - within 4-6 months of receiving the self-evaluation reports. The purpose of the visit is to verify and update the information submitted in the self-evaluation report, clarify matters where necessary, inspect the educational environment and facilities first hand, etc. During the visit, the Committee will meet with the heads of the institution, faculty members, students, alumni, administrative staff, and any other persons it considers necessary.

2.3 The duration of the visits (at least one full day) will be coordinated with the chairperson of the Committee.

- 2.4 Following the visit, the Committee will submit the CHE with:
1. A final report on each of the evaluated departments,
 2. A general reports on the state of the discipline in the Israeli higher education system. The general report will include recommendations to the CHE for standards and potential state-wide changes in the evaluated field of study.
- 2.5 The reports will be sent to the institutions and the academic units for their response.
- 2.6 The reports and Committee's findings will be submitted to the CHE and discussed within its various forums.

3. Conflict of Interest Policy

- 3.1 In order to avoid situations that may question the credibility and integrity of the evaluation process, and in order to maintain its ethical, professional and impartial manner, before issuing their Letter of Appointment members and chairperson of the evaluation Committee will sign a Declaration on Conflict of Interest and Confidentiality.
- 3.2 In the event that a member of the Committee is also a current or former faculty member at an institution being evaluated, he/she will not take part in any visits or discussions regarding that institution.

4. The Individual Reports

- 4.1 The final reports of the evaluation Committee shall address every institution separately.
- 4.2 The final reports shall include recommendations on topics listed in the guidelines for self-evaluation, including:
- The goals, aims and mission statement of the evaluated academic unit and study programs
 - The study program
 - The academic faculty
 - The students
 - The organizational structure
 - Research
 - The broader organizational structure (school/faculty) in which the academic unit and study program operate
 - The infrastructure (both physical and administrative) available to the study program
 - Internal mechanisms for quality assessment
 - Other topics to be decided upon by the evaluation Committee

5. The Recommended Structure of the Reports

Part A – General background and executive summary:

- 5.1 General background concerning the evaluation process; the names of the members of the Committee and its coordinator; and a short overview of the Committee's procedures.
- 5.2 A general description of the institution and the academic unit being evaluated.

5.3 An executive summary that will include a brief description of the strengths and weaknesses of the academic unit and program being evaluated.

Part B – In-depth description of subjects examined:

5.4 This section will be based on evidence gathered from the self-evaluation report and the topics examined by the Committee during the site visit.

5.5 For each topic examined, the report will present a summary of the Committee's findings, the relevant information, and their analysis.

Part C –Recommendations:

5.6 This section will include comprehensive conclusions and recommendations regarding the evaluated academic unit and the study program according to the topics in part B.

5.7 Recommendations may be classified according to the following categories:

- ***Congratulatory remarks and minimal changes recommended, if any.***
- ***Desirable changes recommended*** at the institution's convenience and follow-up in the next cycle of evaluations.
- ***Important/needed changes requested for ensuring appropriate academic quality*** within a reasonable time, in coordination with the institution (1-3 years)
- ***Essential and urgent changes required, on which continued authorization will be contingent*** (immediately or up to one year).
- ***A combination of any of the above.***

Part D - Appendices:

5.8 The appendices shall contain the Committee's letter of appointment and the schedule of the on-site visit.

6. The General report

In addition to the individual reports concerning each study program, the Committee shall submit to the CHE a general report regarding the status of the evaluated field of study within the Israeli institutions of higher education. The report should also evaluate the state and status of Israeli faculty members and students in the international arena (in the field), as well as offer recommendations to the CHE for standards and potential state-wide changes in the evaluated field of study.

We urge the Committees to clearly list its specific recommendations for each one of the topics (both in the individual reports and in the general report) and to prioritize these recommendations, in order to ease the eventual monitoring of their implementation.

Appendix 2: Site Visit Schedule

THE DEPARTMENT OF MIDDLE EASTERN & AFRICAN HISTORY

**TEL AVIV UNIVERSITY
Tentative Schedule of Site Visit
April 27-28, 2010**

Middle Eastern & African History – tentative schedule of site visit
Meetings will take place at room 180, 1st. floor Gilman building

Tuesday April 27, 2010:

09:00-09:30	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	Prof. Dany Leviatan , Rector Prof. Aron Shai , Vice Rector Prof. David Horn , Head of Quality Assessment	
9:30-10:00	Meeting with the heads of the Faculty of Humanities	Prof. Shlomo Biderman - Dean of the Entin Faculty of Humanities Ms. Noa Sharir- Faculty Administrative Director	
10:00-11:00	Meeting with Senior Academic Faculty*	Prof. David Yerushalmi, Prof. Joseph Kostiner, Prof. Eyal Zisser, Prof. Moshe Gammer, Dr. Miri Shefer	
11:00-12:00	Meeting with the head of the Department of Middle Eastern & African History	Dr. Uzi Rabi	
12:00-12:45	Meeting with representatives of relevant departmental	Prof. Meir Litvak - Teaching Committee, Prof.	We leave the decision up to the

	committees	Joseph Kostiner – M.A Advisor, Prof. Eyal Zisser – Scholarships Committee, Dr. Miri Shefer – B.A Advisor, Dr. Yoav Alon – Honor's Program Coordinator	institution as to which committees to invite.
12:45-13:30	Lunch (closed working meeting in the same room alone)		
13:30-14:15	Tour of campus (Including classes, studios, library, offices of faculty members, computer labs etc.)	Ms. Noa Sharir – Faculty Administrative Director; Mrs. Naama Scheftelowitz - Manager of Sourasky Central Library; Mrs. Marion Glikberg, Librarian of the Dayan Center	
14:15-15:00	Meeting with adjunct faculty	Dr. Mira Tzoreff Dr. Irit Back Dr. Daniel Zisenwine	
15:00-16:00	Closed-door working meeting of the evaluation committee		

Wednesday April 28, 2010:

Time	Subject	Participants	Names
09:00-09:45	Meeting with B.A. students**	Up to 8 B.A. students (The students chosen by the institution must reflect a mix	Li-Or Amir Dotan Halevy Ari Diner Merav Kahana Orit Cohen Tali Marcu

		of all levels)	
09:45-10:30	Meeting with M.A. students**	Up to 8 M.A. students. (The students chosen by the institution must reflect a mix of all levels)	Ran Aharon-Levy Ido Ben-Ami Libbie Goldberg Jennifer Poliakov Meira Nachum Yoni Furas
10:30-11:15	Meeting with PhD students**	Up to 8 PhD students (The students chosen by the institution must reflect a mix of all levels)	Michael Barak Harel Chorev Chelsea Mueller Inbal Nissim Omri Paz Brandon Friedman
11:15-12:30	Closed-door working meeting of the evaluation committee		
12:30-13:15	Lunch (closed working meeting in the same room)		
13:15-14:00	Summation meeting with heads of the institution and of the Department of Middle Eastern & African History	Prof. Dany Leviatan , Rector Prof. Aron Shai , Vice Rector Prof. David Horn , Head of Quality Assessment Dr. Uzi Rabi, Prof. Shlomo Biderman,	
14:00-16:00	Closed door committee meeting		

* The heads of the institution and academic unit or their representatives will not attend these meetings.

** The visit will be conducted in English with the exception of students who may speak in Hebrew and anyone else who feels unable to converse in English.