



EVALUATION OF HISTORY DEPARTMENTS AT THE HEBREW UNIVERSITY OF JERUSALEM

COMMITTEE FOR THE EVALUATION OF HISTORY IN ISRAEL

May 2022

Section 1: Background and Procedures

1. In the academic year 2021-2022 the Council for Higher Education [CHE] put in place arrangements for the evaluation of study programs in the field of General and Jewish History in Israel.
2. The Higher Education Institutions [HEIs] participating in the evaluation process were:
 - The University of Haifa
 - The Open University
 - The Hebrew University of Jerusalem
 - Ben-Gurion University
 - Bar-Ilan University
3. To undertake the evaluation, the Vice Chair of the CHE appointed a Committee consisting of¹:
 - [Prof. Steven Fraade](#) – Chair, Yale University, USA.
 - [Prof. Yitzhak Hen](#) – Hebrew University of Jerusalem, Israel.
 - [Prof. Tamara Loos](#) – Cornell University, USA.
 - [Prof. Dr. Stefanie Schüler-Springorum](#) – Technische Universität Berlin, Germany.
 - [Prof. Michael Seidman](#) – University of North Carolina Wilmington, USA.
 - [Prof. Michael Zakim](#) – Tel-Aviv University, Israel.
 - [Prof. Dr. Christian Wiese](#) – Goethe-Universität Frankfurt am Main, Germany.

Ms. Pe'er Baris-Barnea served as the Coordinator of the Committee on behalf of the CHE.

4. The evaluation process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (February 2019). Within this framework the evaluation committee was required to:
 - Examine the self-evaluation reports submitted by the institutions that provide study programs in History.
 - Conduct site visits at 5 institutions participating in the evaluation process.
 - Submit to the CHE an individual report on each of departments participating in the evaluation.
 - Set out the committee's findings and recommendations for each department.

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

- Submit to the CHE a general report regarding the evaluated field of study within the Israeli system of higher education.
5. The evaluation committee examined only the evidence provided by each participating institution which they considered alongside the distinctive mission set out by each institution in terms of its own aims and objectives. This material was further elaborated upon and explained in discussions with senior management, faculty members, students and alumni during the course of one-day visits to each of the institutions.
 6. This report deals with the **departments of Jewish and General History at the Hebrew University**. The Committee's visit to **the Hebrew University** took place on **7.3.2022**. The schedule of the visit is attached as **Appendix 2**.

Section 2: Executive Summary

The Israel History Evaluation Committee physically visited three universities during the period of March 2 – 9, 2022: The University of Haifa (March 3), the Open University (March 6), and the Hebrew University (March 7). In June 2022 the committee will visit and assess Bar-Ilan University and Ben-Gurion University.

At Haifa University and the Hebrew University, the committee reviewed both General History and Jewish History Departments, whereas at the Open University the committee viewed a single department, which combined History, Philosophy, and Judaic Studies.

At each university, the committee met with the top university administrators, department heads, senior (tenured) faculty, junior (un-tenured) faculty, adjunct instructors, BA students, MA students, PhD students (except at the Open University, where there are none), and alumni, for about forty-five minutes per group. Our purpose was mainly to better understand the department's self-assessment of a year ago, see where progress had been made toward the self-assessment's recommendations, and to formulate new recommendations to better serve the department's mission.

The Hebrew University has a deserved reputation as an outstanding research institution, both in General and Jewish History. It is important that this not come at the cost of its no less important pedagogical mission. Students with whom the committee met were laudatory with respect to the superior support they receive from the university, both academically and personally, and with the devotion of

their professors to teaching and mentoring. The professors with whom we met were particularly concerned, in light of recent and impending retirements of faculty, that the fields of medieval and modern Eastern European Jewish history, ancient Jewish history and Holocaust history, three traditionally strong areas of research and teaching at the Hebrew University, not be depleted. The committee views this as an opportunity for hiring new faculty who could, through their research and teaching, better integrate General and Jewish History.

Other suggestions for expansion and improvement can be found in the recommendations for the specific university programs and their participants.

Section 3: Observations

3.1 Management and Administration

The President, Rector, and Vice Dean of the Faculty of Humanities were very welcoming and receptive. They presented a vision for the departments and the institution as a whole. They exuded confidence in the future of the institution and a commitment to maintaining a stability in terms of faculty renewal (up to a limit). This is reflective of a more general commitment to the humanities.

At the same time, the Hebrew University is a highly bureaucratized institution with an unclear chain of command. The committee was unable to discern lines of authority; who reports to whom, who cooperates with whom, the role of department committees, and the relationship between the departments and a full range of independent institutes and centers. This leads to a competition for faculty time and attention and a weakening of the department structure and sense of community among faculty and students alike.

Recommendation (important): Clarify responsibilities and obligations of all concerned among the various history departments and the multiple centers and institutes.

3.2 QA & Self-Evaluation Process

The Self-Evaluation Report of August 2021 asserts that Hebrew University “provides its students with a comprehensive program of undergraduate and graduate studies of European history in a global context” (unfortunately not paginated). However, given its nearly exclusive European focus, it is unclear how “global” this context is. Also, the 2021 report does not do justice to its faculty’s

research projects when it asserts that their focal point is “the development of individual cultural traditions” (once again, unpaginated). “Cultural traditions” are hardly “individual” but rather collective.

The 2021 report is rightly proud of the university's commitment to promoting “originality, creativity, and critical thinking” among faculty and students. It laudably emphasizes “the need for empathy and critical distance” in historical studies. It is also aware of the need for face-to-face interaction between faculty and students which it provided in its “History in Slippers” initiative in which students invited faculty members to offer informal lectures and discussions in students’ apartments.

In addition, the reports need to contain far more details, examples and quantitative data.

Recommendation (essential): Future self-evaluation reports should be edited, proofread, and paginated, and then distributed to faculty members, prior to their submission to the CHE.

3.3 Study program

There is a clear ethos of scholarly writing evidenced in the fact that a large majority of masters students in the General History Department choose the research track, which entails production of a thesis. At the same time, this thesis track is designed to be a two-year program, like the general track, a schedule which poses serious hurdles for those who, ironically, are most ambitious in their scholarship. Difficulties are compounded by the fact that many masters students also work as teaching assistants – an experience most describe as importantly enriching. At the same time, however, these students must also pursue required course work and language study.

There are lacunae in the study program of both departments. In Jewish History, this is manifest in a lack of courses in early modern history, eastern European Jewish History over several periods, and the Holocaust. The University recognized the need to address some of these gaps. However, the Jewish History Department twice failed to make a new appointment in eastern European Jewish History. Meanwhile, a new priority has emerged: Sephardic Jewish History and the history of Jews in the Islamic world. The University also supports this initiative and a search is scheduled. We commend the department of Jewish History for its proactive response to gaps in its program, and the institution’s general support for

this response. We hope that the frustration regarding the field of eastern Europe will not deter further efforts in this direction as well. Meanwhile, financial support for maintaining Holocaust studies has also been forthcoming. We stress the importance that the new appointment in Holocaust studies should reflect the recent interdisciplinary scholarly developments in the field.

In the General History Department there is a discernable imbalance between various historical periods and themes in the study program. The problem is exacerbated by requiring undergraduates to choose a period of "specialization." Those who choose a less-represented field will find themselves contending with a paucity of course offerings, especially in global and non-Western history. The General History Department's current turn toward cultural history might be complemented by a renewal of social history.

There is a marked absence of both methodological and historiographical surveys for students in Jewish History, courses that would address their more specific needs which are currently not provided by the general requirements of the Institute of History.

There does not seem to be a general strategic vision of what, in fact, should and should not be included in the study program. The aim of such a strategy is to provide students with a proper education in history. Thus, courses need to be initiated and designed with this goal in mind, overseen by the proper department-level committees which have determined those pedagogical priorities.

There are new arrangements for accelerating MA studies. These include awarding course credits for language study. This, of course, comes at the expense of the students' general education in the field.

There is enriching and inspiring student-faculty interaction. This reflects a general culture of support for the humanities that prevails in the departments and is imbibed by students.

There is a decline of courses that are co-taught by members of the various history departments. This is doubtless a function of the faculty-wide policy of not awarding full teaching credit for such courses beyond the first time they are offered. That policy can perhaps be justified by an overall lack in faculty numbers. However, it also comes at a high price, namely, a missed opportunity to create

essential cross-disciplinary frameworks that help students to properly contextualize the histories taught in the humanities.

Recommendation (essential): Facilitate co-teaching by offering full credit for faculty members choosing this important pedagogical tool.

Recommendation (important): Consider giving BA students the option of not choosing a specialization. This will encourage them to enroll in a wider range of courses, exposing them as well to a wider range of teachers.

Recommendation (important): Develop a strategic long-term plan for the study program in both departments.

Recommendation (important): Consider integrating language learning with historical and scholarly materials so that students continue to develop their research skills.

Recommendation (desirable): Structure more of the interaction around guidance to students – both graduate and undergraduate – regarding post-degree professional opportunities within and beyond the academy and particularly about careers in education.

Commendation: we commend the personal mentoring in the Jewish History department program encompassing all students, with the hope that such arrangements become a standard institutional practice.

3.4 Teaching and Learning

The course of undergraduate study in the Hebrew University is designed around an array of two-hour courses that include large introductory surveys, intermediate-level elective (or topical) classes, and advanced seminars. Course work in the MA program is based entirely on seminars.

The introductory surveys effectively introduce students to a broadly-defined historical period. The courses seem to provide an intense and satisfactory learning experience which, importantly, includes a set of writing assignments. However, the courses are large and taught by teaching assistants rather than senior instructors

(in General History), with the result that most of each student's interaction is with TAs.

At least some of these surveys even spurn the use of exams in favor of such assignments, a trend to be commended and strengthened. There is some question as to the actual rate of class attendance – always a problem in large lecture courses – but the students themselves claim that this is an unavoidable instance of self-selection and personal motivation. The faculty needs to decide if they accept this sort of absenteeism.

All are agreed about the critical importance of returning to the classroom after the long period of imposed distance learning. While the Zoom and associated screen technologies seemed to satisfy the basic conditions necessary for continuing one's studies, the results were impoverished. Students were hungry for the intellectual and personal interaction and conversation so essential to the learning process which is uniquely available when sitting together.

Commendation: The departments should be congratulated for their determination to return to the physical classroom.

3.5 Faculty

The Hebrew University faculty of history emphasizes research excellence. As a result, their record of promotions based on scholarship is strong.

The Jewish History department is the result of a merger in 2009 of the Institute for Contemporary Jewry and the Institute for the History of the Jewish People. While the integration of the two units presented no problems for the collegiality of the department, it did result in a sense of disjunction between appearance and reality. Due to the merger, the number of senior lecturers is higher than it should be according to the overall plan of the Faculty of Humanities. This leads to two problematic situations: First, it does not take into account the more comprehensive services that the department offers to the faculty/university as a whole, given the attractiveness of courses on Jewish History for non-history students in general. Thus, the faculty members feel that the high number of positions is justified and should be maintained. Second, even if the number of positions seems large, there is a clear need for a position in Eastern European Jewish history and in Early Modern history as well as in Holocaust history.

The recently hired junior faculty started their positions in the midst of the pandemic, but this explains only partially the lack of general cohesion of the department or a “sense of department.” On the personal level, however, they stressed their excellent and very helpful relationships with their mentors as well as with other colleagues of various departments, according to their specific academic fields. The same can be said for the few adjunct staff members, who expressed an overall sense of belonging to the department which they appreciated very much.

Positively, the promotion process has become a bit more transparent in recent years.

In the General History Department, many faculty members retired in the early 2000s and were not replaced until 2012 and thereafter, when the department began to rebuild. Therefore, the department includes more women and younger faculty than before. These changes require the department heads to create a hiring plan. The department has numerous senior and junior faculty but very few mid-tier faculty members who are called upon to run the department. For example, the current chair is a senior lecturer, an unusual situation. While it is essential to protect the untenured faculty from onerous service so they can focus on their scholarship, mid-tier faculty should also receive support for promotion. Senior faculty need to assist running the department to equalize the burden.

In addition, nearly all faculty who are not full professors felt that the expectations for promotion were still too vague, especially from the senior lecturer to associate professor rank. Most of the lower-ranked faculty are also female who often conduct more service, which means less time is spent on scholarship that will enable timely promotion. Moreover, several faculty members have half positions in history and half elsewhere, or are in less traditional subfields so expectations for promotion were especially unclear to them, and had changed with each Dean. It is crucial to provide clear, precise, and consistent guidelines that also maintain flexibility in terms of publications, teaching, and service. For example, the junior faculty understood that they had to teach new courses every year, rather than repeat some courses, which took up time that could have been spent on research and publications. Related to this is the departmental mentoring program for junior faculty, which Covid-19 appears to have disrupted. Thus, during a period in which new faculty most needed to have a connection to their new community, little was offered.

The very architecture of the history building discourages most faculty from working in their offices so there is little chance that new faculty will accidentally meet their colleagues. History postdocs and some students had similar critiques about departmental cohesion. Postdocs in history also feel disconnected from the department, have not met the Chair, and are often first-time teachers who would appreciate knowing more about departmental expectations with regard to teaching history courses.

The General History Department hires few adjuncts, but these few have relatively stable contracts and have worked for the department for decades in some cases. However, the adjuncts in both departments feel disconnected from department culture and intellectual life and would appreciate invitations to departmental events, a research budget commensurate with their contribution to the department, and invitations to meetings that involve decisions about teaching.

Finally, both departments feel strongly that the departments and students would benefit from the stabilization of and stronger collaboration with other departments, including Asian Studies and Middle Eastern Studies, which is done currently in an ad hoc fashion.

Recommendation (essential): Create transparent and clear guidance for promotion to all ranks, not just promotion to tenure. Untenured faculty require greater precision regarding what they specifically need to meet departmental tenure expectations. What is now provided is too general. The department chair, perhaps in consultation with other senior faculty, should meet separately with each untenured faculty member to discuss the specific requirements of their case. The department should create clear guidelines about expectations for promotion to associate and full professor and make sure that these be made available to the entire department.

Recommendation (essential): Proactively include and integrate the newer faculty and develop a departmental culture by reinvigorating the mentorship program. Mentors should meet periodically with their mentee, explain how promotion works, discuss teaching norms, and answer other questions. The department might also consider creating more in person social events which might include informal research talks by members of the department, picnics or other events so that junior members have the opportunity to informally interact with their colleagues.

Recommendation (essential): Hire faculty in both East European and Early Modern Jewish history as well as in Holocaust history.

Recommendation (important): Designate a faculty member in charge of collaboration who would meet with the Dean of the Faculty of Humanities to discuss a strategic plan for integrating at the level of hiring more faculty with dual positions in History and regionally specific departments.

Recommendation (important): Invite adjuncts to departmental meetings that involve teaching, increase research funds for adjuncts, and invite them to departmental seminars and social events.

Recommendation (important): Clarify and adjust the allocation of positions according to the actual needs in research and teaching.

Recommendation (desirable): The chair should meet with new history postdocs, who feel disconnected, to introduce them to the department and invite them to departmental seminars and events.

3.6 Research

Hebrew University of Jerusalem rightly prides itself on its merited reputation as a world-class research institution. HU scholars have been awarded about one third of all competitive research grants in Israel. Both departments are very strong in research, to be attributed to the overall focus on excellence and the specific resources of the Hebrew University. Therefore, this report will only focus on the challenges, while taking the overall positive picture for granted.

In general, all faculty members expressed the wish for more time for research, offering different arguments:

The Jewish History senior faculty wished to be assigned TAs in courses with enrollments below seventy-five students (the current high threshold). Others have requested a reduction for directing research institutes. At the same time, the committee is aware that the plethora of various centers and institutes can be counterproductive and should not be overly encouraged.

The junior faculty would like to see a reduction of the teaching load in the first year, while the adjuncts desire a model of periodic awards to pursue their own research. This would also have a positive effect on their teaching.

The Jewish History department is stepping out of “the shadow of the Jerusalem school” and establishing a more open, inclusive, and reflective perspective on Jewish History, a process that the committee regards not only as positive but as necessary. To this end, hiring newer and younger scholars is fundamental, as is already evident from the research profiles of junior faculty members. Given the department structure as well as the lack of diversity of its members, it has not yet completely overcome the “Western Civ” bias that persists in so many other western universities.

A good example is the Holocaust research of the department. As in the US and Europe, a general shift towards post-Holocaust topics such as trauma, memory, and representation, as well as comparative genocide studies, is apparent in the department. This is a positive development. The impressive list of PhD dissertations shows that fundamental research on the events of the Holocaust are not being neglected. In re-establishing a second chair in Holocaust research, the committee would like to stress the importance of this opportunity in keeping up with pioneering international research.

The General History Department has outstanding, internationally recognized scholars who offer courses that integrate faculty research and teaching. Both students and faculty have profited from the latter’s willingness to expose the former to their current projects, which have moved beyond the traditional strengths of the department in political and intellectual history to include histories of the body and environmental and cultural perspectives. These new directions are laudable. Furthermore, the department recognizes and is attempting to correct its weaknesses in exploring the connections between European and other civilizations.

Hebrew University administrators are aware of the special nature of humanities research which gives particular weight to the creation of monographs. The latter require an enormous scholarly commitment of time and resources that even articles and team-written contributions in the natural and social sciences often do not. Furthermore, monographs need a long gestation periods not only for their creation but also for their reception among scholars and the general public.

Hebrew University administrators attempt to aid researchers with appropriate grants and awards, although in doing so they might provide more course reductions for junior faculty whose research potential is promising. With the help of the George Mosse Program and the Mandel Center, Hebrew University has established an impressive pipeline of gifted graduate students. The Bloomfield Library has improved its services to both younger and older scholars, although financial constraints have limited its acquisition of data bases essential for historians.

The Hebrew University is enthusiastically committed to developing the “digital humanities”. That commitment finds practical expression in the recent foundation of new programs and the creation of new faculty positions. This is a dedicated, institution-wide effort, enjoying support at the highest echelons of the University’s administration, but one undertaken without having carried out any serious study of the current and potential effects of these technologies on the humanities themselves. The fact is, technology is never an exogenous or neutral event, seamlessly integrated into existing modes of thought and practice. Rather, it invariably transforms those modes. This is an exciting prospect and, at once, a sobering one, posing considerable opportunities as well as dangers for the university and for the future of scholarship. Some of these prospects are not yet evident, others are. Of the latter, one can already point to a potentially problematic conjunction between digitization’s dramatic acceleration of information production and the intensifying emphasis on research productivity. The resulting speed-up threatens to result in scholarship that exhibits little nuance, reflection, or complexity as faculty members rush to publish, unable to justify any delays in doing so within the new digital economy. For the same reason, research questions will increasingly be conceived in accordance to the convenience of the data, resulting in scholarly thought directly informed by the capacities, or artificial intelligence, of the machine. All this suggests just how much the integration of digital culture in the humanities must be accompanied by a far greater and more critical awareness of all its implications.

Recommendation (important): Pioneering historians and major publishers have been encouraging more multi-regional and transnational approaches to major historical issues and periods. The department needs in its own teaching and research to emphasize the globalized contexts of European history. This was also a recommendation of the Evaluation Committee of 2007.

Recommendation (important): Consider a reduction in the teaching load of junior faculty.

3.7 Students

The committee met with about forty students, including BA, MA, and PhD students, as well as alumni, around forty in total.

The committee was particularly impressed with the enthusiasm and articulateness of the students at all levels. They repeatedly expressed their appreciation for the support they received from the university, both scholastic and personal. Several of the alumni were in successful careers as educators in Jewish History, a success they attributed to the strong foundation they received at the Hebrew University. One student, who had studied at several universities, said that of all of them, Hebrew University had provided the “most support”—academic, financial, and personal. Nevertheless, those at the PhD level or contemplating PhD studies, anticipating an academic career, felt that more financial assistance was important for enabling them to do independent research. This would also be in line with the university’s efforts to encourage and support the diversity of the student body. Other attributes of their studies that the students praised were the small classes, engaged teaching, and the critical approaches to the study of history and historiography that they had been exposed to in their classes, in contrast to the non-critical approaches they had learned in more traditional learning environments. The committee was particularly interested in an integration of Jewish History with General History, as well as with other departments in the university. Several students mentioned that they were encouraged by their professors to explore such combinations, including the general study of critical historiography. One student bemoaned the closing of the Late Antiquity Center, as a context in which such inter-disciplinary approaches were modeled. There was a desire for a course on Jewish historiography to complement that on general historiography. Similarly, they lauded co-taught courses by two professors with different approaches and expertise as a way to encourage dialogical teaching. Such co-teaching should receive full course credit and not half, as is currently the case (except for the first year).

Recommendation (essential): Encourage co-teaching as a way of modeling dialogical inter-disciplinary teaching and learning as a way of more deeply engaging the students and modelling cross-disciplinary debate. Such co-teaching

should receive full course credit and not half, as is currently the case (except for the first year).

Recommendation (essential): Create more formal and informal in-person department events and re-new the annual end of the year picnic, a Purim historical costume party, and other social events to help create a sense of the history department as a community.

Recommendation (important): Provide more financial support for PhD students to enable them to do independent research or attend academic conferences. In addition, some require editorial assistance.

Recommendation (important): Add regularly taught courses on General and Jewish historiography, at both the undergraduate and graduate levels so students can better understand that historiography is more than just telling the story of the past.

Recommendation (important): Bring together graduate students (MA and PhD) in an entry level seminar to create a sense of a cohort.

Recommendation (desirable): Create thematic reading groups that involve graduate students and faculty that meet periodically (over a meal, for instance).

3.8 Infrastructure

The proliferation of institutes, schools, special programs, and centers has disintegrated the General and the Jewish History faculty. A single visit to the building in which the history department is located amply demonstrates this. One enters the space of an organic chemistry sketch, walking from one bonded compound to another, unable to distinguish among the strands of the building's sprawling capillary network. The architecture generates a sense of profound disconnection among department faculty members, postdocs, and students. There is no real shared community beyond the occasional departmental seminar. By contrast, history students in the Honors Program and in the Mandel Center feel deeply connected to one another probably because the Honors Program and Mandel Center offer humane spaces to connect and gather serendipitously. As a consequence, history graduates, postdocs, and undergraduates gravitate to these buildings, where many have their own offices. This is not true of the history department: there are no convenient meeting spaces, no offices for graduate students or postdocs, and no discussion or study rooms for students. This fosters

a disconnect among graduate students as well, who feel they have no sense of a cohort. Those graduate students fortunate enough to receive a fellowship move to another building, separating them from the department and the remaining graduate students. The space is even bereft of a departmental lounge or dedicated seminar room, so the history faculty have to scramble to find a room to hold their department seminar and meetings. They desperately want a dedicated meeting space that is open and inviting. This situation is not the fault of anyone, least of all the history faculty, but is the result of inhumane architecture. While we understand that a building is impossible to restructure, there are ways to improve the sense of community.

Recommendation (essential): Find (or create) a dedicated space close to faculty offices for history department meetings and regular seminars.

Recommendation (important): The one remaining difficulty is access to certain data bases such as ProQuest, Gale, and nineteenth-century British sources, without which many Israeli scholars cannot produce their scholarship.

Commendation: The library received excellent commendations by students and faculty alike, many of whom mentioned Tamar, the history librarian, who consistently takes care of faculty needs by ordering books they seek. Faculty, students, adjuncts, and postdocs all praised the library for the speed with which librarians send electronic versions of books and articles.

3.9 Diversity

In the discussion with the Alumni, a certain tension became apparent between the conditions for excellence and the wish for a more inclusive faculty / research community in general.

As a public university, the Hebrew University desires to provide educational opportunities to the entire population and notes that Arab-Israelis compose twelve to fifteen percent of the student body. This includes many residents from East Jerusalem. The majority of these students study in departments other than history, however, and there seems to be little concrete outreach on the part of the department to increase the number of diverse students. Diversity in Israel also includes ultra-orthodox students and first-generation students, who were hardly mentioned in our meetings with faculty and administrators.

The faculty members in General and Jewish History have improved the gender balance through recent hires but the majority of female faculty remain at lower ranks. There was no mention made in any meeting of ethnic and class considerations in diversifying the faculty.

Recommendation (important): The department should support the promotion of all junior faculty by protecting them from heavy service, by allowing them to teach a rotation of fewer new courses, and by offering pre-tenure course release.

Section 4: Recommendations

Recommendation (essential): Future self-evaluation reports should be edited, proofread, and paginated, and then distributed to faculty members, prior to their submission to the CHE.

Recommendation (essential): Create transparent and clear guidance for promotion to all ranks, not just promotion to tenure. Untenured faculty require greater precision regarding what they specifically need to meet departmental tenure expectations. What is now provided is too general. The department chair, perhaps in consultation with other senior faculty, should meet separately with each untenured faculty member to discuss the specific requirements of their case. The department should create clear guidelines about expectations for promotion to associate and full professor and that these be made available to the entire department.

Recommendation (essential): Hire faculty in both East European and Early Modern Jewish history as well as in Holocaust history.

Recommendation (essential): Proactively include and integrate the newer faculty and develop a departmental culture by reinvigorating the mentorship program. Mentors should meet periodically with their mentee, explain how promotion works, discuss teaching norms, and answer other questions. The department might also consider creating more in person social events which might include informal research talks by members of the department, picnics or other events so that junior members have the opportunity to informally interact with their colleagues.

Recommendation (essential): Facilitate co-teaching by offering full credit for faculty members choosing this important pedagogical tool.

Recommendation (essential): Encourage co-teaching as a way of modeling dialogical inter-disciplinary teaching and learning. Such co-teaching should receive full course credit and not half, as is currently the case (except for the first year).

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Recommendation (important): Designate a faculty member in charge of collaboration who would meet with the Dean of the Faculty of Humanities to discuss a strategic plan for integrating at the level of hiring more faculty with dual positions in History and regionally specific departments.

Recommendation (important): Invite adjuncts to departmental meetings that involve teaching, increase research funds for adjuncts, and invite them to departmental seminars and social events.

Recommendation (important): Clarify and adjust the allocation of positions according to the actual needs in research and teaching.

Recommendation (important): Consider giving BA students the option of not choosing a specialization. This will encourage them to enroll in a wider range of courses, exposing them as well to a wider range of teachers.

Recommendation (important): Develop a strategic long-term plan for the study program in both departments.

Recommendation (important): Consider integrating language learning with historical and scholarly materials so that students continue to develop their research skills.

Recommendation (important): Clarify responsibilities and obligations of all concerned among the various history departments and the multiple centers and institutes.

Recommendation (important): It should be noted that pioneering historians and major publishers have been encouraging more multi-regional and transnational approaches to major historical issues and periods. The department needs in its own teaching and research to emphasize the globalized contexts of European history. This was also a recommendation of the Evaluation Committee of 2007.

Recommendation (important): Consider a reduction in the teaching load of junior faculty.

Recommendation (important): Provide more financial support for PhD students to enable them to do independent research or attend academic conferences. In addition, some require editorial assistance.

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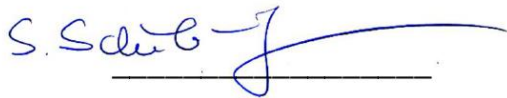
Signed By:



Prof. Steven Fraade



Prof. Tamara Loos



Prof. Dr. Stefanie Schüler-Springorum



Prof. Michael Seidman

Christian Wiese

Prof. Dr. Christian Wiese



Prof. Michael Zakim

Appendix 1 – Letter of appointment

November 2021

Prof. Steven Fraade
Department of Religious Studies
Yale University
USA

Dear Professor,

The Israeli Council for Higher Education (CHE) strives to ensure the continuing excellence and quality of Israeli higher education through a systematic evaluation process. By engaging upon this mission, the CHE seeks: to enhance and ensure the quality of academic studies, to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel, and to ensure the continued integration of the Israeli system of higher education in the international academic arena.

As part of this important endeavor we reach out to world renowned academicians to help us meet the challenges that confront the Israeli higher education by accepting our invitation to participate in our international evaluation committees. This process establishes a structure for an ongoing consultative process around the globe on common academic dilemmas and prospects.

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

It is with great pleasure that I hereby appoint you to serve as the chair of the Council for Higher Education's Committee for the Evaluation of **History** departments. In addition to yourself, the composition of the Committee will be as follows: Prof. Yitzhak Hen, Prof. Tamara Loos, Prof. Miri Rubin, Prof. Dr. Stefanie Schüler-Springorum, Prof. Michael Seidman, and Prof. Christian Wiese.

Ms. Pe'er Baris-Barnea will be the coordinator of the Committee.

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

Sincerely,



Prof. Ido Perlman
Vice Chair,
The Council for Higher Education (CHE)

cc: Dr. Varda Ben-Shaul, Deputy Director-General for QA, CHE
Ms. Maria Levinson-Or, Senior Advisor for Evaluation and Quality Enhancement
Ms. Pe'er Baris-Barnea, Committee Coordinator

Appendix 2 – visit schedule

<u>Jewish History Evaluation Committee – Visit Schedule</u> <u>Hebrew University</u>		
Monday, March 7th, 2022		
*Meetings are conducted in a Q&A format		
Time	Subject	Participants
09:00-09:30	Opening session with the heads of the institution	<ul style="list-style-type: none"> • Prof. Asher Cohen -President • Prof. Barak Medina -Rector • Prof. Avihai Hovav- Head of the Office of Academic Assessment & Evaluation
09:30-10:15	Meeting with the Dean of the Faculty of Humanities	<ul style="list-style-type: none"> • Prof. Nissim Otmazgin
10:15-10:30	Break	
10:30-11:45	Meeting with the Head of the History Department	<ul style="list-style-type: none"> • Prof. Ram Ben-Shalom • Prof. Eli Lederhendler
11:45-12:30	Meeting with senior academic staff * (With Tenure)	<ul style="list-style-type: none"> • Prof. Amos Goldberg • Prof. Noah Hacham • Prof. Miriam Frenkel • Prof. Manuela Consonn • Prof. Daniel R. Schwartz
12:30-13:15	Meeting with senior academic staff* (Without Tenure)	<ul style="list-style-type: none"> • Dr. Oded Zinger • Dr. Avigail Manekin
13:15-14:00	Lunch	
14:00-15:15	Meeting with Adjunct academic staff *	<ul style="list-style-type: none"> • Prof. Edward Breuer • Dr. Amitai Baruchi-Unna • Dr. Iael Nidam-Orvieto
15:15-16:00	Tour of the School	Led by Prof. Amos Goldberg and Prof. Noah Hacham
16:00-16:45	Meeting with BA students**	<ul style="list-style-type: none"> • Amit Zaguri (Student Union) • Ohad Kasher • Shiri Vidan • Mati Schvartz • Elana Steinbach
16:45-17:30	Meeting with MA and PhD students** (Including TA's)	<ul style="list-style-type: none"> • Yiftach Eitan (MA student) • Maya Kreiner • Hannah Teddy Schachter • Ayana Sassoon

		<ul style="list-style-type: none"> • Osnat Rance • Nureet Dermer, (PhD students)
17:30-18:15	Meeting with Alumni**	<ul style="list-style-type: none"> • Emma Zohar • Roni Mikel Ariel • Yair Yaakov • Michal Elmalem
18:15-18:30	Break	
18:30-19:00	Closing meeting with the Dean of the Faculty of Humanities, and the Head of the History Department	<ul style="list-style-type: none"> • Prof. Nissim Otmazgin • Prof. Ram Ben-Shalom • Dr. Aya Elyada

General History Evaluation Committee – Visit Schedule
Hebrew University

Monday, March 7th, 2022

***Meetings are conducted in a Q&A format**

Time	Subject	Participants
09:00-09:30	Opening session with the heads of the institution	<ul style="list-style-type: none"> • Prof. Asher Cohen -President • Prof. Barak Medina -Rector • Prof. Avihai Hovav- Head of the Office of Academic Assessment & Evaluation
09:30-10:15	Meeting with the Dean of the Faculty of Humanities	<ul style="list-style-type: none"> • Prof. Nissim Otmazgin
10:15-10:30	Break	
10:30-11:45	Meeting with the Head of the History Department	<ul style="list-style-type: none"> • Dr. Aya Elyada • Prof. Raz Chen-Moris
11:45-12:30	Meeting with senior academic staff * (With Tenure)	<ul style="list-style-type: none"> • Prof. Ofer Ashkenazi • Prof. Yuval Noah Harari • Prof. Danny Orbach • Prof. Menahem Blondheim • Prof. Moshe Sluhovsky • Prof. Alex Yakobson • Prof. Elisheva Baumgarten
12:30-13:15	Meeting with senior academic staff* (Without Tenure)	<ul style="list-style-type: none"> • Dr. Iris Nachum • Dr. Rotem Geva

		<ul style="list-style-type: none"> • Dr. Naomi Yuval-Naeh • Dr. Lee Mordechai
13:15-14:00	Lunch	
14:00-15:15	Meeting with Adjunct academic staff *	<ul style="list-style-type: none"> • Dr. Idit Ben Or, • Dr. Martina Mampieri • Dr. Andreas Lehnertz • Dr. Yaacov Deutsch • Dr. Matthias Schmidt
15:15-16:00	Tour of the School	
16:00-16:45	Meeting with BA students**	<ul style="list-style-type: none"> • Ido Berger and Yael Sagi (Student Union) • Ittai Mallah • Ravid Kaplan • Ayala Ehrlich • Maya Asher
16:45-17:30	Meeting with MA and PhD students** (Including TA's)	<ul style="list-style-type: none"> • Boaz Berger (PhD candidate) • Mor Geller (PhD candidate) • Daniel Lehmann (PhD candidate) • Rachel Funtowich (MA student, TA) • Shir Ventura (MA student, TA) • Taili Hardiman (MA student, TA)
17:30-18:15	Meeting with Alumni**	<ul style="list-style-type: none"> • Dr. Ray Schrire (PhD) • Dr. Amit Levy (PhD) • Amit Shafran (MA) • Tom Parnass (MA) • Shani Binder (BA) • Eyal Lurie-Pardes (BA)
18:15-18:30	Break	
18:30-19:00	Closing meeting with the Dean of the Faculty of Humanities, and the Head of the History Department	<ul style="list-style-type: none"> • Prof. Nissim Otmazgin • Prof. Ram Ben-Shalom • Dr. Aya Elyada