



EVALUATION OF HISTORY STUDIES AT THE OPEN UNIVERSITY

COMMITTEE FOR THE EVALUATION OF HISTORY DEPARTMENTS 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 History in Israel.

2. The Higher Education Institutions [HEIs] participating in the evaluation process were:
 - Ben-Gurion University
 - Haifa University
 - Hebrew University
 - Open 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 of 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 virtual site visits at 5 institutions participating in the evaluation process.

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

- Submit to the CHE an individual report on each of the academic units and study programs participating in the evaluation.
 - Set out the committee's findings and recommendations for each study program
 - 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 and explained in discussions with senior management, faculty members, students and alumni during the course of each visit to each of the institutions.
6. This report deals with the **Department of General and Jewish History at the Open University**. The Committee's visit took place on 06.03.22. 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 formulate new recommendations to better serve the department's mission.

The committee was particularly impressed with the commitment and enthusiasm of the History students of the Open University at all levels. They clearly resonate with the inclusive mission of the university, and its "open admissions" policy. In several regards, the committee viewed the structure of the Open University as a model to be adopted and adapted by its peer institutions, especially at the undergraduate level. The Open University's successful navigation of "distance" learning, already in place before the Covid-19 pandemic, situates it well for the continuation of such forms of pedagogy now that classes are moving into physical classrooms. However, a consequence of such openness is that older students, in particular ones with families and jobs will require greater resources and flexibility to succeed. Since there is no separate Department of Jewish History at the Open University, concerns regarding the integration of the two histories are not evident here. Instead, the Open University should be encouraged to broaden its curriculum in history with a fuller chronological and geographical scope. The committee was extremely touched by the students whom we met, particularly those who had returned to university studies after a long hiatus. Similarly, we were impressed by alumni who became successful educators in their own right. The mission and model of the Open University appears to be working. Nevertheless, and due to the same factors, the relatively large dropout rate at the Open University will continue to pose serious challenges, especially as it expands.

Section 3: Observations

3.1 Management and Administration

The institution's management and Head of the History, Philosophy, and Judaic Studies Department were very welcoming and receptive. They presented a general vision of the unique character of the Open University. They exuded confidence in the future of the institution and a commitment to maintaining its specific mission.

The Department of History, Philosophy and Jewish Thought at the Open University integrates three separate fields of studies: General History, Jewish History, and Philosophy. This holistic approach to the study of history, incorporating Jewish History, General History, Middle Eastern Studies, and histories of other areas of the world into a single department is unique and has much to be commended. It allows the department to offer a more comprehensive study program, and by joining

strengths of faculty from various fields it breaks the unholy dichotomy and separation among Jewish, General, and Middle Eastern history, as well as local and global history. At the same time, the faculty of the combined department is rather small to cover the history of all periods throughout the globe.

Recommendation (important): Keep the multi-disciplinary composition of the department, which works perfectly as a coherent whole. At the same time, enrich the department with historians and disciplines not covered by the current faculty, such as Ancient Near Eastern History, Asian History, Latin American History, African History, and Economic History. This will also satisfy interests expressed by students, and it will enrich the global historical perspective of the courses offered by the department.

3.2 QA & Self-Evaluation Process

The 2021 Self-Evaluation Report of the Open University of Israel is a detailed 133-page document which provides much useful information concerning the functioning of the university and of the History Department. The latter is justifiably proud of its elimination of “the divisions among these different histories found in many academic institutions in Israel” (p. 4). The number of senior faculty members specializing in history grew from nine to twelve since the previous evaluation, and forty years of accumulated institutional experience in distance education have enabled the Open University to transition smoothly to online courses.

The 2021 Self-Evaluation Report responded with considerable care to the recommendations of the 2007 Evaluation, even if a national language-learning center has not yet been created. BA and MA courses are apparently fully listed. The MA program has three rather arbitrary divisions of courses: “Multicultural,” “Israeli and Jewish History,” and “History of the Middle East.”

Faculty’s publication listings in the 2021 Self-Evaluation Report are not broken down into refereed and non-refereed categories, as they should be and are in materials for promotion.

Recommendation (desirable): Reformulate the categories of MA course offerings to make them less arbitrary and more rational.

Recommendation (desirable): Distinguish between refereed and non-refereed publications in future self-evaluation reports.

3.3 Study program

The Department of History, Philosophy and Judaic Studies at Open University is to be commended for its particular strength: a clear and plausible concept of overcoming the traditional division between Jewish History and General History that is typical for Israeli universities, and of developing an integrative undergraduate and graduate study program. Building on its single-disciplinary BA in History and its dual-disciplinary BA degree in History of the Middle East and its cultures, the department launched an MA program in 2017. The committee acknowledges the mission of the department to train MA students for independent research and to introduce them “to the history of a variety of cultures and societies during different time periods over a wide geographical space, and the interrelations of these cultures and societies over time” (p. 22). The MA offers a thesis and a non-thesis track which focuses on three categories: “Multicultural,” “Israeli and Jewish History,” and “History of the Middle East.” However, it is unclear how the courses of the first category differ from the other two.

The department has established an efficient system of developing and revising the study programs and existing courses. It consists of a Senate Subcommittee for History, Philosophy, and Judaic Studies that evaluates all proposals for new academic programs and course revisions; an MA Steering Committee responsible for the internal monitoring of the study program; and a departmental forum that discusses questions regarding the study programs and courses on a regular basis.

In its self-evaluation report, the department identifies a number of “weaknesses” (pp. 28-29) which need to be addressed in the future. Some of these weaknesses result from a limited number of faculty and, equally important, from the definition of the role of senior faculty, who are exempted from teaching in the BA program and focus completely on research and on writing textbooks. The “weaknesses” mentioned are the following:

- a) The undergraduate study program in the history of Western Civilization as well as Jewish and Middle Eastern history “lacks survey courses which would introduce students to a larger historical/geographic area and to the field of history” (p. 28). A potential solution suggested by the self-evaluation report includes the implementation of additional courses in the BA study program that would offer “a more global historical perspective”,

such as courses on colonialism and decolonization in the field of the history of the Middle East; or a survey course on Jews in Muslim countries.

- b) Students write seminar papers only near the end of their studies, with the result that their writing skills remain limited despite being provided academic writing workshops.
- c) Since most of the textbooks for the introductory and intermediate courses are in Hebrew, students are insufficiently trained to read primary and secondary sources in English and find it difficult to do so in advanced courses.

Students, coordinators, and tutors unanimously emphasize that there is a lack of courses in specific areas (only one course on the Holocaust, with only few courses in pre-modern and in global history). The general impression is that the programs lack diversity and that the scope – especially in the MA program – should be expanded. This challenge should certainly be addressed. Students particularly commended the efforts undertaken by Prof. Miron to offer independent studies to individual students.

The committee acknowledges the caveat expressed in the self-evaluation report according to which the development of new courses is a “long and expensive undertaking” that can only be realized gradually. Nonetheless, it encourages the department to engage in a systematic evaluation of the current programs and to think of creative, but realistic, ways of introducing areas of study not yet represented.

The committee welcomes the intention expressed by senior administrators and the department to establish a PhD program in history. In order to enhance the plausibility of the application process for the establishment of such a program, the MA program might need to be further strengthened in a way that demonstrates student demand for PhD studies at the Open University.

Recommendation (essential): Encourage and facilitate a certain degree of teaching by senior faculty in both the BA and MA program in order to achieve the goal of diversifying and expanding the thematic range of courses. In addition to the current curriculum, establish courses devoted to themes that cross the boundaries between specific historical periods and geographical areas.

Recommendation (essential): Establish a new position for the teaching and research in the history of Jews in Muslim countries.

Recommendation (important): Make greater and systematic use of outsourcing the writing of textbooks for a broader range of topics by external experts in fields currently not covered by existing faculty.

Recommendation (important): Strengthen the practice of academic writing by offering more opportunities to write seminar papers at earlier stages.

Recommendation (desirable): Examine whether there is a relevant audience for opening a PhD program. If so, establish a PhD program and secure its prospects by systematically strengthening the MA program and preparing local students for academic studies beyond their MA.

Recommendation (desirable): Create a national language-learning center which would benefit all students.

3.4 Teaching and Learning

Senior faculty members do not teach BA students, but instead develop and write course textbooks. These textbooks are reviewed by external experts, set the standard for their fields, and have been adopted for use in introductory courses at many universities in Israel. All instructors use these textbooks and course exercises in their courses. All new instructors take mandatory workshops on writing and grading assignments and exams, website management, oral presentation skills and orientation to the Open University. The course coordinators train tutors in other teaching skills as needed and evaluate teaching through course observation and review of tutor feedback on student assignments. Course coordinators offer significant feedback to tutors, and tutors offer equally extensive feedback to students on their assignments. Senior faculty also are involved in supervising course coordinators with whom they constantly interact. Senior faculty intervene when students and instructors encounter differences over grading.

The course textbooks are foundational to learning at Open University because courses and course materials are developed based on these textbooks. Because of this profound connection between courses and textbooks, it is crucial to develop a broader range of the latter. The one complaint we heard from teachers and students at all levels was the lack of variety in courses. They mentioned the need for courses in Ancient history, Asia, the Holocaust and other areas. MA students mentioned in particular the need for more language studies. It was also

mentioned that despite the current remedial writing courses, the Open University needs a workshop that teaches students how to write academic papers.

Some of the senior faculty mentioned the strong desire to interact with undergraduate students, who do not come to the central campus. They felt there was not enough communication with students even when senior faculty occasionally visited classes.

Students primarily experience Open University through distance learning modalities, which include both a course website where they engage with course materials and submit assignments, and an online student forum where they communicate with one another and their instructors. The majority of students expressed great satisfaction with their online courses and their instructors. The flexibility of the online modality suits the majority of these students who are typically older and working full time. However, many of them wished for more engagement on several levels. First, they felt lectures should encourage more active involvement rather than passive listening. Second, they wanted opportunities to interact with other students in debates and discussions. There is not enough human interaction.

Recommendation (essential): Offer a workshop that teaches students how to write academic papers.

Recommendation (essential): Form a committee of internal and external faculty who can review these lacunae and consider ways to develop courses that would fill them.

Recommendation (important): Provide a certain number of Arabic translations of study material or sections thereof in order to enhance the diversity and inclusiveness of the student community.

Recommendation (important): Introduce English-language academic articles earlier in the BA curriculum.

Recommendation (important): Offer opportunities for students to meet in person once or twice during the “operation” of the course where they would discuss the materials. Consider offering Zoom conferences with scholars for students studying in those lecturers’ areas of expertise.

Recommendation (desirable): Offer senior faculty the opportunity to give lectures to BA students.

3.5 Faculty

The Department of History has thirteen tenured faculty members (four Senior Lecturers, five Associate Professors, and four Full Professors). Thematically there are some lacunae in the topics covered by the faculty, especially East Asian studies. Some of these gaps are filled by commissioning and outsourcing the writing of course materials from scholars in other Israeli universities and colleges.

As far as academic promotion is concerned, it appears that in some cases promotions took longer than desired.

Apart from tenured faculty members, the university employs numerous course coordinators and tutors. Whereas the former has employment security, the latter's position depends on student enrollment in each of the courses they teach. This has some destabilizing effects on the tutors' security and employment prospects.

The committee was very much impressed by the commitment of all faculty members – tenured, course coordinators and tutors alike – and by their sense of duty in bringing higher education to those who could not access it otherwise.

Recommendation (essential): Find ways to secure the position of tutors, and to create a sense of academic community among them and course coordinators.

Recommendation (essential): Hire more coordinators to cover areas not currently taught.

Recommendation (important): Adopt measures, i.e. research funding, to ensure that junior faculty members are active researchers, the very basis of promotion. The criteria for promotion should be transparent, and candidates should be informed on the status of their promotion process.

3.6 Research

According to its mission to combine inclusion and excellence, the Open University represents a unique case of excellent research. Several factors seem to play a role here:

- a) The integration of General History and Jewish History as “part of the DNA” of the Open University staff on all levels.
- b) The insistence on the knowledge of English for all MA students, despite their often-disadvantaged backgrounds.
- c) The obligation for all faculty members to author and edit text books in their field of research. This leads to a remarkable academic output and an accordingly regularized record of promotion, as can be seen in the publication and grant achievements of the faculty. Furthermore, textbooks and courses are periodically reviewed, withdrawn and re-written. These tasks encourage all faculty members to engage with historiographical and methodological currents in their respective fields.

The prestigious journal *Zmanim* is published by the Open University in cooperation with Tel Aviv University and funded partially by the Historical Society of Israel.

In addition to the text-books, all faculty members publish in journals and edited volumes, attend conferences, and are in general very well integrated into national and international academic communities. The same can be said, albeit to a lesser degree, for the course coordinators and the teaching staff. The vast majority of them have a PhD and are actively pursuing their own research projects, which the Open University supports with research and travel funds.

While the research emphasis of the faculty encompasses the fields of “Western Civ”, Jewish History and the history of the Middle East and the Muslim world, the interdisciplinary cooperation especially with the department for Judaic Studies enables the History department to provide for a wider, “multicultural” perspective in teaching and research. One remarkable outcome of this strategy is the Center for the Study of the Relations between Jews, Christians and Muslims, which was established in 2011 and puts a strong – and in this case unique — emphasis on the study of the political and social interaction among these three religious cultures. The planned establishment of a PhD program would further enhance the academic output of the History Department as a whole.

Furthermore, since the Open University is the largest academic publisher in Israel, faculty create textbooks which are used extensively throughout the Israeli

system of higher education. Unlike textbooks of many other publishers, those of the Open University are seriously vetted by a number of authorities. Although faculty's publication listings in the 2021 Self-Evaluation Report are not broken down into refereed and non-refereed categories, it is clear that many historians of the Open University are active and creative scholars.

Recommendation (important): Encourage faculty to apply for international competitive or collaborative funding such as GIF, ERC, and DFG.

3.7 Students

During the visit the committee met both face to face and virtually with eight BA students, eight MA students, and eight alumni.

First and foremost, the committee is pleased to report that students embrace and praise the vision of the university. In particular, they lauded the administration for being responsive to their needs and for the excellent advising and counseling, which they received at all levels. The alumni reported that they were well prepared for further academic studies. The older students among them appreciated the opportunities offered for life-long learning. Some noted the inconsistent grading system and the insufficiency of courses in military history, ancient history, archaeology and foreign languages at the MA level. Finally, the committee notes, as did the university's self-assessment, that one consequence of open admissions to a rigorous academic program is a higher dropout rate than is desired, which should be addressed.

Recommendation (essential): Continue and strengthen recruitments, admissions, and support of students from disadvantaged populations.

Recommendation (important): Continue to address the problem of the drop-out rate.

Recommendation (important): Continue to expand the integration of general, Jewish, and Middle Eastern history.

3.8 Infrastructure

The technical infrastructure for Zoom instruction is superb. The Open University's high tech "labs" enable them to upload 500 hours of Zoom teaching daily, which students can watch and respond to online asynchronously. Using scripted faculty

lectures, they film about five hours of lectures which are split into 20-minute segments for online learning. Open University also has a state-of-the-art live studio for professors to give lectures on their own and that automatically creates pdfs of each white board screen. Students can read a digital version and sometimes listen to an audio version of the course. These courses are broadcast by Zoom in students' homes and in electronic classrooms established in several cities in Israel. The previous 2007 Report mentions that substandard condition existed in many of the centers in the periphery. Felicitously, the Open University has decided to close many of the smaller centers and improve the remaining centers.

Open University has an extremely well-organized assembly-line for providing course packets, one of which is sent to each student per course by mail. There are approximately 53,000 students taking courses per year. Open University's course packets make up 25% of all mail sent by the postal service. Students can track their packages through a texting service. In addition, Open University publishes and prints over one million books per year and is by far the leading academic publisher in Israel.

Because of Open University's unique distance learning technologies, they are in a prime position to offer centralized language courses to students across Israel. There is a national need for a coordinating institution for language offerings.

Open University excelled during Covid-19, smoothly transitioning to fully online courses. They were able to absorb successfully a thirty per cent increase in student demand for online courses. There are many upsides to Open University's online teaching model, including its ability to reach all communities in Israel and especially underserved Ultra-Orthodox and Arab-Israeli students. In fact, many noted that Zoom enables religiously diverse individuals to learn together in synchronous courses, particularly via Zoom's break-out room function, whereas in-person courses may have discouraged such interaction. Downsides, however, also exist. Zoom courses limit human interaction to the screen. It is very difficult to create a sense of community or a sense of a department, particularly for undergraduate history majors.

Recommendation (essential): Coordinate centralized language offerings among Israeli universities.

Recommendation (important): Offer students the opportunity to meet in person for discussion of materials several times throughout the “operation” of the course.

Section 4: Recommendations

Recommendation (essential): Encourage and facilitate a certain degree of teaching by senior faculty in both the BA and MA program in order to achieve the goal of diversifying and expanding the thematic range of courses. In addition to the current curriculum, establish courses devoted to themes that cross the boundaries between specific historical periods.

Recommendation (essential): Establish a new position for the teaching and research in the history of Jews in Muslim countries.

Recommendation (essential): Hire more coordinators to cover areas not currently taught.

Recommendation (essential): Form a committee of internal and external faculty who can review these lacunae and consider ways to develop courses that would fill them.

Recommendation (essential): Offer a workshop that teaches students how to write academic papers.

Recommendation (essential): Find ways to secure the position of tutors, and to create a sense of academic community among them and course coordinators.

Recommendation (essential): Continue and strengthen recruitments, admissions, and support of students from disadvantaged populations.

Recommendation (important): Keep the multi-disciplinary composition of the department, which works perfectly as a coherent whole. At the same time, enrich the department with historians and disciplines not covered by the current faculty, such as Ancient Near Eastern History, Asian History, Latin American History, African History, and Economic History. This will also satisfy interests expressed by students, and it will enrich the global historical perspective of the courses offered by the department.

Recommendation (important): Make greater and systematic of outsourcing the writing of textbooks for a broader range of topics by external experts in fields currently not covered by existing faculty.

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Recommendation (important): Introduce English-language academic articles earlier in the BA curriculum.

Recommendation (important): Offer opportunities for students to meet in person once or twice during the “operation” of the course where they would discuss the materials. Consider offering Zoom conferences with scholars for students studying in those lecturers’ areas of expertise.

Recommendation (important): Adopt measures, i.e. research funding, to ensure that junior faculty members are active researchers, the very basis of promotion. The criteria for promotion should be transparent, and candidates should be informed on the status of their promotion process.

Recommendation (important): Encourage faculty to apply for international competitive or collaborative funding such as GIF, ERC, and DFG.

Recommendation (important): Continue to address the problem of the drop-out rate.

Recommendation (important): Continue to expand the integration of general, Jewish, and Middle Eastern history.

Recommendation (desirable): Reformulate the categories of MA course offerings to make them less arbitrary and more rational.

Recommendation (desirable): Create a national language-learning center which would benefit all students.

Recommendation (desirable): Distinguish between refereed and non-refereed publications in future self-evaluation reports.

Recommendation (desirable): Establish a PhD program and secure its prospects by systematically strengthening the MA program and preparing local students for academic studies beyond their MA.

Recommendation (desirable): Offer senior faculty the opportunity to give lectures to BA students.

Signed By:



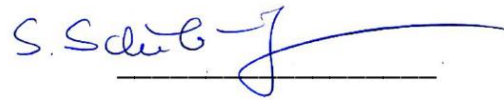
Prof. Steven Fraade



Prof. Yitzhak Hen



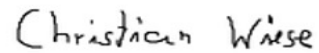
Prof. Tamara Loos




Prof. Dr. Stefanie Schüler-Springorum



Prof. Michael Seidman



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

History Evaluation Committee – Visit Schedule Open University

Sunday, March 6th, 2022

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

Time	Subject	Participants
09:00-09:45	Opening session with the heads of the institution	<ul style="list-style-type: none"> • Prof. Mimi Ajzenstadt, President • Prof. Guy Miron, Vice-President for Academic Affairs • Prof. Ophir Münz-Manor, Dean of Academic Studies • Prof. Ofer Reany, Dean of Research • Prof. Izhak Berkovich, Quality Assessment Coordinator
09:45-10:30	Meeting with the Head of the History, Philosophy, and Judaic Studies Department, and of the History Division	<ul style="list-style-type: none"> • Dr. Gadi Sagiv
10:30-10:45	Break	
10:45-11:30	Meeting with senior academic staff *	<ul style="list-style-type: none"> • Dr. Iris Sulimani • Prof. Iris Shagrir • Prof. Daphna Ephrat • Prof. Avriel Bar-Levav • Prof. Haim Saadoun • Prof. Inbal Ofer • Prof. Ishay Landa • Prof. Mustafa Kabha
11:30-12:15	Meeting with course coordinators*	<ul style="list-style-type: none"> • Dr. Elad Neemanie • Dr. Sharon Nimrod • Dr. Yonit Efron • Dr. Chagit Cohen • Dr. Zef Segal • Dr. Keren Abbou HersHKovits • Dr. Avishai Ben-Dror • Dr. Salwa Alinat

12:15-13:00	Meeting with tutors*	<ul style="list-style-type: none"> • Dr. Talia Farkash • Dr. Ilan Kaiser • Dr. Ari Barell • Dr. Naama Teitlbaum-Karrie • Dr. Yusri Hazran • Dr. Yotam Cohen
13:00-13:45	Lunch	
13:45-14:30	Tour of the university	
14:30-15:15	Meeting with BA students**	<ul style="list-style-type: none"> • Simona Volkov • Ruth Zemer • Shirley Kornhauser • Corinne Sarya-Serfaty • Ruth Brun • Yahalom Sakuri • Itsik Chidersky • Ovadia Safanov
15:15-16:00	Meeting with MA students**	<ul style="list-style-type: none"> • Orit Nachmani • Sagi Cohen • Efraim Milutin • Galit Zvi • Natali Gez • Nimrod Koren • Allen Minitzer • Yael Berzon
16:00-16:45	Meeting with Alumni**	<ul style="list-style-type: none"> • David Eiger • Yair Rokah • Tom kenar • Arie Zychlinski • Abraham Zahavi • Yaara Yezersky • Sima Nahum • Yehoshua Zlotnik
16:45-17:00	Break	

17:00-17:30	Closing meeting with heads of university	<ul style="list-style-type: none">• Prof. Mimi Ajzenstadt, President• Prof. Guy Miron, Vice-President for Academic Affairs• Prof. Izhak Berkovich, Quality Assessment Coordinator• Dr. Gadi Sagiv, Head of the History, Philosophy, and Judaic Studies Department, and of the History Division
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