



# EVALUATION OF HISTORY DEPARTMENTS AT THE UNIVERSITY OF HAIFA

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
  - Ben-Gurion University
  - Bar-Ilan University
3. To undertake the evaluation, the Vice Chair of the CHE appointed a Committee consisting of<sup>1</sup>:
  - [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 University 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 site visits at five 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.

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<sup>1</sup> 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 and explained in discussions with senior management, faculty members, students and alumni during the course of each the one-day visit to each of the institutions.
  6. This report deals with the **departments of Jewish and General History** at the **University of Haifa**. The Committee's visit to the **University of Haifa** took place on **3.3.2022**. 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 the General History and Jewish History Departments, whereas at the Open University the committee viewed a single department, which combines History, Philosophy, and Judaic Studies.

At each university, the committee met with the senior university administrators, department heads, senior (tenured) faculty, junior (un-tenured) faculty, adjunct instructors, BA students, MA students, and PhD students (except at the Open University, where there are none), and alumni, for about forty-five minutes per group. Our purpose was to better understand the department's self-assessment from 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 departments of General History and Jewish History at Haifa University have experienced precipitous drops in majors in recent years, especially at the undergraduate level. To some extent this is attributable to the relatively large number of Israeli Arab students (40%), who, like most first-generation university students, are attracted to courses and majors that would appear to provide pre-

professional (that is, employable) tickets to socio-economic success. The recent raising of the standards for admission to the History major and double-major may be another contributing factor in the decline in the number of undergraduate students. This should be reconsidered. The committee suggests that there be greater cooperation of the General and Jewish History Departments, with a view toward combining the two departments. Prior to, or in anticipation of such merging, efforts should be undertaken toward better integrating the two departments and their intersecting methodologies. These include the encouragement of more courses co-taught by faculty members from each department, as well as with faculty in other relevant departments, such as Middle Eastern History and Studies and History. In order to receive full teaching credit for such courses, both faculty members would have to attend all class sessions. Similarly, in looking to fill open positions, candidates with credentials for joint appointments between departments should be seriously considered, but not with the goal of reducing faculty size. The creation of shared student lounges would also help in fostering a greater sense of community among students in these “adjacent” departments. The committee felt that too much undergraduate teaching was being performed by adjunct teaching staff, a situation a new strategic plan needs to address. The committee witnessed resistance, if not opposition, mainly from the General History Department regarding an increased level of cooperation with other departments. The committee hopes that the departments of General and Jewish History will build on their considerable strengths in responding to the challenges that they face.

### **Section 3: Observations**

#### **3.1 Management and Administration**

The Rector and the Dean of the Faculty of Humanities, were very welcoming and receptive. They presented their rather bold and convincing vision for the University as a whole. They exuded confidence in the future of the institution, while at the same time addressing certain needs for change.

The study of history in the University of Haifa is generally divided among four separate departments: General History, Jewish History, Middle Eastern Studies, and Asian Studies. This committee’s evaluation encompasses only the first two of these, of course. However, recommendations regarding the management and administration of historical studies in Haifa necessarily affect the future of Middle Eastern and Asian studies as well.

Neither department is currently able to offer a satisfactorily comprehensive program of study to students. Neither department has enough faculty appointments to allow it to develop courses in essential fields and periods of study. The Jewish History department overcomes these lacunae by bolstering its roster of adjunct faculty. And yet, the University of Haifa has adopted a policy of reducing the use of such adjunct teachers, a step that will effectively reduce the Jewish History Department's range of course offerings. At the same time, the University has made it clear to the Committee that it has no intention of increasing the number of faculty positions in either of the departments.

A different kind of solution needs to be proposed and tested. The committee believes that there is such an option, one resting on a bold and ambitious vision of change that would join the departments' respective forces and integrate them into a single administrative unit to be called, for instance, The Department of History and Jewish Studies. (This same expanded department might well integrate within its numbers Middle Eastern and Asian Studies, as already noted.) Such a step will significantly enrich the historical teaching curriculum by presenting an opportunity to create a far more comprehensive range of studies while at once encouraging cross-fertilization and cross-disciplinary thinking. That, in turn, will doubtless be of benefit to both students and faculty, despite the obvious challenges in adapting to such far-reaching change.

It is essential that the University itself recognizes the basic need to at least maintain, if not increase, the number of tenure-track faculty positions in history when carrying out this ambitious project. In other words, protecting the size of the re-organized Department of History is a requirement for the success of such reform. The aim of this integration is not and should not be to reduce the number of history appointments but, rather, to create a sustainable and consequently flourishing academic environment for both teaching and research, an environment that will be founded on the considerable existing strengths of the current departments.

This will be a truly pioneering step, one which the committee is convinced will offer dramatic benefits to all parties. Such an invigorated, expansive academic unit, it is believed, will prove to be an effective vehicle for increasing the very weight of historical studies within the University. It will also elicit greater undergraduate interest in the field and potentially increase the number of majors in the new department. Indeed, such a measure will present no less than an important precedent for Israeli academic and intellectual life, leading the way for others to undertake a similar re-imagination and re-organization of the role and function of historical studies in higher education.

**Recommendation (essential):** Integrate the departments of General and Jewish History into a single academic unit. This could be a first step for the integration of other historical fields, such as Middle Eastern Studies.

**Commendation:** The committee would like to commend the staff members and in particular the Secretary of the Department of General History, Yifat Mizrahi Harari, who have created an encouraging and supportive environment for faculty and students alike.

### 3.2 QA & Self-Evaluation Process

The 2021 Self-Evaluation Report of both departments offers much important information on many aspects of the activities of the department and University. The Department of General History declares that the department teaches its students “to identify, characterize, and analyze processes of change and continuity over time” (p. 40), all of which are necessary for historical understanding. Just as importantly, both departments have recently established higher standards for acceptance of undergraduates and more coordination within the various sectors of the School of History. The report also demonstrates that the departments made laudable efforts to respond to the seven-page 2007 Evaluation Report. Yet perhaps because the 2007 Evaluation Report contains almost no mention of research at the University of Haifa, the 2021 Report offers too little information on both departments research accomplishments. The 2021 General History Report states that “excellent students are always encouraged to pursue research and higher degrees” (p. 48), but given the lack of positions in the academy for younger scholars, the department should complement its encouragement with a warning about the prospect of future frustration in the academic job market. Finally, while planning to increase the number of courses offered online, instructors have realized that “physically meeting in the classroom is still very much preferable to any existing remote platform” (p. 40).

**Recommendation (essential):** Future reports should contain detailed information concerning research accomplishments of department faculty, based on mandatory annual faculty activity reports.

### 3.3 Study program

The Department of Jewish History offers:

- a. Both a single and a double BA program.

- b. Two graduate level study programs: Track A (with a thesis) and Track B (without a thesis). Students who have demonstrated high achievement in the Track B program are eligible to transfer to Track A should they desire to conduct original research and to write a thesis, which is the prerequisite for continuing studies on the PhD level. Apart from the general MA in Jewish History, specialized study programs focused on specialized areas have developed in response to student demands: MA in Jewish History specializing in the Study of the State of Israel and Contemporary Jewry; MA in Jewish History specializing in the Modern Period (with a focus on Europe, the Mediterranean basin and North Africa); MA in Jewish History specializing in Russian and East European Jewry. The latter is offered in cooperation with the inter-university Eastern European Study program and includes the obligation to take courses at Tel Aviv University, Ben Gurion University of the Negev, Bar Ilan University, or Open University.
- c. A PhD program.

The committee acknowledges the efforts undertaken to offer a study program at all levels that reflects the diversity of Jewish history, requires training in the theory and method of historical research, and takes the students' needs and interests into consideration, particularly their interest in culturally and socially relevant topics. In order to achieve this goal, the department has developed two tools in undergraduate studies: the implementation of "Hochma," a framework designed to train students in the field of the socio-economic realities in Israel, and "Acharay," a collaborative enterprise with a nonprofit organization that recruits students from the social periphery.

The committee recognizes the plausibility of the department's strong focus on the modern and contemporary periods, given the context of the University of Haifa and its mission to address discourses relevant to contemporary challenges, and given the specific interests of the students. However, it also takes very seriously the department's awareness, expressed in the Report, regarding the lacunae in other periods of history, particularly in the Middle Ages and the Early Modern Period. While this problem has been addressed by raising funds through the Valler program, launched in 2021/22, that provides fellowships for students interested in ancient, medieval, and early modern periods of study, it is unclear how sustainable and effective this strategy will turn out to be. There is an urgent need

to develop a more strategic approach to the question regarding the diversity and historical scope of the study program.

The department offers an international MA program in Jewish Studies and the Livnat Weiss MA program in Holocaust Studies. The latter appeals to tuition-paying international students.

The committee acknowledges that, in recent years, the department made efforts to evaluate, improve, and reorganize especially the undergraduate program by strengthening the introductory courses devoted to different periods of history. However, the committee observes an obvious lack in systematic and strategic planning of the programs and curricula.

The Department of General History currently struggles to satisfy its own aim in exposing students to “the political, social, economic, intellectual, and spiritual development of peoples and nations that grew out of the Mediterranean, Greek, and Roman cultures in Western Europe and the Americas.” The Department further and importantly recognizes its “obligation to Israeli society at large,” an important grasp of the role of the university in liberal society that is generally absent from academic discourse). The difficulties are not a function of quality but of quantity, that is, of the practical impossibility of generating such a comprehensive curriculum with a limited roster of faculty. While some fields – geographic, chronological, and methodological – are well represented, others are markedly, and sorely, absent from the course offerings.

The General History Department might consider offering courses alone or with sister departments which combine Holocaust Studies and Diaspora Studies. These could cover North African Jews and other Jews forced into exile in Africa, Asia, and Latin America. Courses of this nature could complement the General History Department’s strengths in the history of Western Civilization and partially overcome the relative absence of global history in the curriculum. The presently offered courses in historiography might include, if they do not, current discussions of the approaches and methods of global history.

The Department’s report contained numerous references to the “potential value” intrinsic to remote teaching. This new technologically-based pedagogy was not simply presented as an emergency measure born of the exigencies of the Covid pandemic, but one that might in fact “revitalize our teaching philosophy and methods.” This view was echoed in remarks offered by the Dean of the



Humanities Faculty, who likewise presented various rationales for adopting the new digital measures. These included the possibility of broadening course offerings (by means of implementing nearly automated pre-recorded on-line courses) and reducing the need for students to pursue their studies by traveling to campus. This digital approach placed further emphasis on the services offered by the university's Unit for the Advancement of Teaching, offerings almost exclusively devoted to consultations and tools for designing, managing, and assessing "computer-enhanced" teaching practices.

At the same time, the committee was informed of several of the handicaps intrinsic to the growing reliance on digital techniques and technologies in the classroom. The department report acknowledged, for example, that they undermine the "small groups and discussion-based pedagogy" on which the history curriculum is based. As such, the department chair was only able to point to a meager roster of pedagogical advantages derived from remote learning, in contrast to technical efficiencies. Students themselves mentioned the impoverishing effect such innovations have on their experience of community – both social and intellectual – raising questions regarding the Dean's embrace of these new means for remote study.

**Recommendation (essential):** Re-organize the structure of the existing teaching committee and redefine its role to include curriculum and development planning. All faculty groups, including adjunct faculty, should be represented on this committee. Yearly "summits" of the re-organized teaching committee should be held in order to discuss a strategy for broadening the programs and adapting them to the needs of the students. This is also an opportunity to serve the general teaching strategy of the University and the School of Humanities presented to the committee by the Rector. This recommendation is equally relevant to a single, integrated Department of History.

**Recommendation (essential):** Establish a field of research and teaching in Holocaust Studies as an integral part of the department's program. This field should offer a focus on the history of the Holocaust and questions regarding its memory and should be an integral part of the department's program. A position in Holocaust Studies should be created in the coming years that connects both Jewish and General history departments.

**Recommendation (important):** Redefine the relationship between internal programs and international programs.

**Recommendation (desirable):** As the 2007 report suggested, the Department of General History should prepare plans to strengthen the study of non-western history. This will become a more practical step in the recommended integrated framework.

### 3.4 Teaching and Learning

Fifty to sixty percent of the teaching in the Humanities faculty is conducted by adjunct faculty. Student satisfaction with teaching is high, but presumably they take many of their courses with adjuncts and junior faculty, particularly in the Jewish history department. Also, currently, the majority of courses are conducted in person with a few, but an increasing number of courses offered online. Some faculty have flipped the classroom successfully by providing lecture clips online that are viewed before class, which allows more time for interactive discussion while in person. As previously mentioned, online courses provide increased flexibility for some students, particularly those who live far from campus and/or who must also work. Yet it has significant downsides, particularly for graduate students who felt atomized.

**Recommendation (important):** Establish a set of standards and supervision for all online courses that take into consideration the problems and challenges of distance learning.

**Recommendation (desirable):** Translate English-language primary and secondary source materials into Hebrew and Arabic to enable more first generation and Arab-Israeli students to take history courses that until now have relied on English-language texts.

### 3.5 Faculty

The Department of Jewish History has fourteen tenured or tenure-track faculty members, two of which are on half-time appointments. Additionally, there are numerous adjunct lecturers who were recruited to teach topics not covered by the Jewish History faculty members. Thematically there are several lacunae in the topics covered by the faculty, especially medieval Jewish history and Holocaust studies. Some of these lacunae will be filled by the integration with the General History department. As far as promotion is concerned, the vast majority of the

faculty are of younger academic age (there is only one full professor in the Department of Jewish History), and it seems that their promotion process proceeds at an acceptable pace. Still, some of the faculty members complained that it is not always clear what the exact criteria for promotion are.

The Department of General History has ten tenured or tenure-track faculty members, four of whom have not been promoted for more than a decade. Three have not been promoted for more than five years. This situation is problematic. It has a negative impact on the standard of research undertaken by the faculty. It also impairs teaching, supervising research students, the ability to apply and receive external grants, and the overall academic reputation of the University of Haifa. University and departmental administrative duties should not come at the expense of research activity, which is essential for a research institution and is the basis for promotion.

**Recommendation (essential):** Adopt strict, straightforward, and uncompromising measures to ensure that faculty members are active researchers. These should include explicit incentives, for instance, research funding and course reductions. The criteria for promotion should be transparent, and candidates should be informed of the status of their promotion process.

**Recommendation (essential):** Discontinue part-time appointments, which are exploitative of academic labor.

**Recommendation (important):** Take into consideration gender balance when recruiting faculty in both departments. Similar efforts should be made in overcoming social inequalities inhibiting access to academic careers.

**Recommendation (important):** Hire adjuncts on multi-year contracts, which will increase job security and, in turn, provide enough stability to enhance the quality of the courses. At the same time, create a mechanism for their input into the departments to connect them to their intellectual life and decision-making.

**Commendation:** It was noted that promotion procedure has improved since the new rector came into office.

### 3.6 Research

The Department of Jewish History engages in research and teaching based on an understanding of Jewish history as embedded in its environment. It aims at demonstrating the diversity of Jewish experience throughout the ages. However, it

lacks at the present stage a specialist in Holocaust studies and, a little less urgently, a scholar in the fields of Medieval Jewry and Jews in Muslim lands. The department is strongest in the modern period, while at the same time covering a wide array of regions (Europe, the Americas, North Africa, and the Near East). The broad spectrum of historical approaches is especially notable, ranging from social and intellectual history to gender history and digital humanities.

Furthermore, the Department is characterized by a mix of scholars, those who create important research hubs in cooperation with others, and those who pursue their academic work individually. Both approaches entail international cooperation, mostly in Europe and the US. In this respect, the Department is especially successful in creating research centers for Polish and digital history, while also attracting research students to medieval and intellectual history.

While the publication record of the department is impressive and there have been a number of successful applications for Israeli and foreign grants, the grant activities are marked by an unequal distribution within the department. The department is aware of this and is considering making grant applications a criterion for promotion.

The impressive research performance of the department has not been rewarded by an administration that has a rating system which is unfavorable to the humanities.

The advanced students were especially grateful for the high commitment of the faculty members in terms of intellectual and practical support. Still, a more structured program of scholarships for advanced students would be helpful. In general, the interviews with faculty members and students corroborated the picture of an engaged body of scholars that are dedicated to their research and to creating an attractive intellectual and social environment for students and younger scholars.

Members of the faculty of the Jewish History Department (and a few of the General History department) have been awarded prestigious Israeli and international awards and grants to pursue their research, the latter, however, already some time ago. The achievements of junior faculty have been particularly noteworthy. Unfortunately, the department's 2021 Self-Evaluation Report made little mention of these accomplishments and so the committee relied on the information provided by the Rector on the visit. The department has made efforts to globalize the curriculum and should also consider more multi-national and superregional perspectives in its research activities. Research grants for promising faculty projects

and more funding for both MA and PhD candidates would help to improve scholarly creativity.

**Recommendation (essential):** Encourage members to re-engage with research through awards, grants, and reductions of teaching load. Researchers who have demonstrated high levels of scholarly activity should be rewarded. Funding must be made available to a limited number of high-quality PhD candidates whose projects show the greatest promise.

### 3.7 Students

The committee met with about 35 BA, MA, and PhD students from both departments. The committee was particularly impressed with the articulateness and commitment of the students at all levels. They all spoke glowingly of their teachers, and especially of their multi- and inter-disciplinary approaches to the study of history. They felt that their teachers were engaging and supportive. The MA and PhD students shared these very positive feelings of their teachers while stressing the need for more financial support for the students' research and travel needs. Their impression is that fewer sources for such support are available at the University of Haifa as compared to other Israeli universities. They also expressed the desire for official sponsorship of reading groups to create a greater sense of community of young scholars and which might include students from other campuses. Graduate students wanted the department to organize student conferences and to offer editing services that will facilitate their efforts to publish. It became clear to the committee that these students require a greater degree of professional guidance regarding post-degree employment opportunities, both in and outside of academia.

Finally, they felt that the student community in both departments was intellectually and socially nurturing. Students in Jewish History feared that this quality might be lost or compromised were the Jewish History Department to merge with the general History Department, but also acknowledged that such an integration could bring intellectual benefits. As is, they said, the teaching of Jewish history integrates general history in stimulating ways.

**Recommendation (important):** Provide funding for graduate students' research and research travel.

**Recommendation (important):** Create a student lounge where students can interact with one another informally.

**Recommendation (desirable):** Organize student conferences, offer editing services and provide professional guidance regarding post-graduate opportunities.

### 3.8 Infrastructure

The infrastructure at the University of Haifa is excellent in terms of library resources, office space for faculty, and computing resources for digital humanities. Haifa was the first university to create digital tools for use by some humanities faculty members to improve their research and to create historical maps. However, the evaluation revealed a few areas in need of improvement for the library and for the Eshkol building in which both history departments are located.

The Eshkol building is separate from the classrooms where the teaching of history courses occurs. This separation and the architectural verticality of the Eshkol building prohibits serendipitous encounters among students and between faculty and students (especially graduate students). The architecture discourages community-building and intellectual exchange.

**Recommendation (essential):** Subscribe to central databases including ECCO (Eighteenth Century Collections Online) and EEBO (Early English Books Online). Explore collaboration with other Israeli universities on such subscription.

**Recommendation (important):** Make efforts to overcome the architectural challenges by providing spaces for interaction among and between faculty and students. For instance, create a shared office for graduate students and a conveniently located history lounge, both of which will nurture the development of an intellectual community.

## Section 4: Recommendations

**Recommendation (essential):** Integrate the departments of General and Jewish History into a single academic unit. This could be a first step for the integration of other historical fields, such as Middle Eastern Studies.

**Recommendation (essential):** Future reports should contain detailed information concerning research accomplishments of department faculty, based on mandatory annual faculty activity reports.

**Recommendation (essential):** Re-organize the structure of the existing teaching committee and redefine its role to include curriculum and development planning.

All faculty groups, including adjunct faculty, should be represented on this committee. Yearly “summits” of the re-organized teaching committee should be held in order to discuss a strategy for broadening the programs and adapting them to the needs of the students. This is also an opportunity to serve the general teaching strategy of the University and the School of Humanities presented to the committee by the Rector. This recommendation is equally relevant to a single, integrated Department of History.

**Recommendation (essential):** Establish a field of research and teaching in Holocaust Studies as an integral part of the department’s program. This field should offer a focus on the history of the Holocaust and questions regarding its memory and should be an integral part of the department’s program. A position in Holocaust Studies should be created in the coming years that connects both Jewish and General history departments.

**Recommendation (essential):** Adopt strict, straightforward, and uncompromising measures to ensure that faculty members are active researchers. These should include explicit incentives, for instance, research funding and course reductions. The criteria for promotion should be transparent, and candidates should be informed of the status of their promotion process.

**Recommendation (essential):** Discontinue part-time appointments, which are exploitative of academic labor.

**Recommendation (essential):** Encourage members to re-engage with research through awards, grants, and reductions of teaching load. Researchers who have demonstrated high levels of scholarly activity should be rewarded. Funding must be made available to a limited number of high-quality PhD candidates whose projects show the greatest promise.

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**Recommendation (important):** Redefine the relationship between internal programs and international programs.

**Recommendation (important):** Establish a set of standards and supervision for all online courses that take into consideration the problems and challenges of distance learning.

**Recommendation (important):** Take into consideration gender balance when recruiting faculty in both departments. Similar efforts should be made in overcoming social inequalities inhibiting access to academic careers.

**Recommendation (important):** Hire adjuncts on multi-year contracts, which will increase job security and, in turn, provide enough stability to enhance the quality of the courses. At the same time, create a mechanism for their input into the departments to connect them to their intellectual life and decision-making.

**Recommendation (important):** Provide funding for graduate students' research and research travel.

**Recommendation (important):** Create a student lounge where students can interact with one another informally.

**Recommendation (important):** Make efforts to overcome the architectural challenges by providing spaces for interaction among and between faculty and students. For instance, create a shared office for graduate students and a conveniently located history lounge, both of which will nurture the development of an intellectual community.

**Recommendation (desirable):** As the 2007 report suggested, the Department of General History should prepare plans to strengthen the study of non-western history. This will become a more practical step in the recommended integrated framework.

**Recommendation (desirable):** Translate English-language primary and secondary source materials into Hebrew and Arabic to enable more first generation and Arab-Israeli students to take history courses that until now have relied on English-language texts.

**Recommendation (desirable):** Organize student conferences, offer editing services and provide professional guidance regarding post-graduate opportunities.



Signed By:



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Prof. Steven Fraade



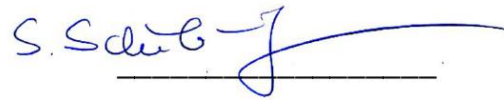
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Prof. Yitzhak Hen



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Prof. Tamara Loos



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Prof. Dr. Stefanie Schüler-Springorum



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Prof. Michael Seidman

Christian Wiese

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Prof. Dr. Christian Wiese



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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>Haifa University</u>		
<b>Thursday, March 3<sup>rd</sup>, 2022</b>		
<b>*Meetings are conducted in a Q&amp;A format</b>		
Time	Subject	Participants
09:00-09:30	Opening session with the heads of the institution	<ul style="list-style-type: none"> <li>• Prof. Gur Alroey, Rector</li> <li>• Ms. Ruchama Elad-Yarum, Manager, Unit for Academic Quality Evaluation, Office of the Rector</li> <li>• Ms. Noy Snir, Unit for Academic Quality Evaluation, Office of the Rector</li> </ul>
09:30-10:15	Meeting with the Dean of the Faculty of Humanities	<ul style="list-style-type: none"> <li>• Prof. Efraim Lev, Dean of the Faculty of Humanities</li> </ul>
<b>10:15-10:30</b>	<b>Break</b>	
10:30-11:30	Meeting with the Head of the History Department	<ul style="list-style-type: none"> <li>• Prof. Eyal Ben Eliyahu, Head of the Department of Jewish History (during evaluation year 2019-20/2020-21)</li> <li>• Prof. Hillel Newman, incoming Head of the Department of Jewish History</li> </ul>
11:30-12:15	Meeting with senior academic staff * (With Tenure)	<ul style="list-style-type: none"> <li>• Prof. Yossi Chajes</li> <li>• Dr. Cedric Cohen Skalli</li> <li>• Dr. Ruth Kara-Ivanov Kaniel</li> <li>• Dr. Moshe Lavee-Levkovitz</li> <li>• Dr. Micha Perry</li> <li>• Prof. Zohar Segev</li> <li>• Prof. Marcos Silber</li> </ul>
<b>12:15-12:20</b>	<b>Break</b>	
12:20-13:00	Meeting with senior academic staff* (Without Tenure)	<ul style="list-style-type: none"> <li>• Dr. Alissa Bellotti</li> <li>• Dr. Moshe Blidstein</li> <li>• Dr. Dorothee Burda Fischer</li> <li>• Dr. Tal Elmaliach</li> <li>• Dr. Svetlana Natkovich</li> <li>• Dr. Shai Srougo</li> <li>• Dr. Anat Vaturi</li> </ul>
13:00-13:45	Meeting with Adjunct academic staff *	<ul style="list-style-type: none"> <li>• Dr. Tal Zalmanovich</li> <li>• Dr. Ela Bauer</li> </ul>

		<ul style="list-style-type: none"> <li>• Dr. Maya Mark</li> <li>• Dr. Yonatan Sagiv</li> <li>• Dr. Diana Tal</li> <li>• Dr. Ami Vatury</li> <li>• Rabbi Dr. Yossef Stamler</li> <li>• Dr. Ido Zelkovitz</li> </ul>
<b>13:45-14:30</b>	<b>Lunch</b>	
14:30-15:45	Tour of the School	Dr. Zur Shalev, Prof. Eyal Ben Eliyahu, Prof. Hillel Newman and Prof. Yossi Chajes will accompany the committee members
15:45-16:30	Meeting with BA students**	<ul style="list-style-type: none"> <li>• Sintaio Almeya (BA double major, 1st year)</li> <li>• Adam Alygon Darr (BA single major, 2nd year)</li> <li>• Eran Fondiano Rubin (BA single major, 3rd year)</li> <li>• Yuval Lekach (BA double major, 1st year)</li> <li>• Einav Lugasi (BA double major, 1st year)</li> <li>• Simcha Simani (BA double major, 1st year)</li> <li>• Nitai Vulfsons (BA double major, 3rd year)</li> <li>• Yonatan Zor (BA single major, 3rd year)</li> </ul>
16:30-17:15	Meeting with MA and PhD students** (Including TA's)	<ul style="list-style-type: none"> <li>• Anan Daxa (MA without Thesis, 3rd year)</li> <li>• Ariela Galanti Sharoni (MA without Thesis, 1st year)</li> <li>• Osher Leizer (MA with Thesis, 2nd year)</li> <li>• Ayelet Fraenkel (PhD 2nd stage)</li> <li>• Silvana Kandel Lamdan (PhD 2nd stage)</li> <li>• Ruth Kaplan (PhD 2nd stage)</li> <li>• Noam Leibman (PhD 2nd stage)</li> <li>• Niv Perelsztejn (PhD 2nd stage)</li> </ul>
17:15-18:00	Meeting with Alumni**	<ul style="list-style-type: none"> <li>• Yoav Zaritsky (BA single major)</li> <li>• Emma Zohar (BA single major)</li> <li>• Boaz Garfinkel (MA with Thesis)</li> <li>• Eran Goldenberg (MA with Thesis)</li> <li>• Michal Ronen (MA without Thesis)</li> <li>• Neta Shapira (MA with Thesis)</li> <li>• David Barak-Gorodetsky (PhD) (via Zoom)</li> <li>• Tom Navon (PhD) (via Zoom)</li> </ul>
<b>18:00-18:15</b>	<b>Break</b>	

18:15-18:45	Closing meeting with the Dean of the Faculty of Humanities, and the Head of the History Department	<ul style="list-style-type: none"> <li>• Prof. Gur Alroey, Rector</li> <li>• Prof. Efraim Lev, Dean of the Faculty of Humanities</li> <li>• Prof. Eyal Ben Eliyahu, Head of the Department of Jewish History (during evaluation year 2019-20)</li> <li>• Prof. Hillel Newman, incoming Head of the Department of Jewish History</li> <li>• Dr. Zur Shalev, Head of the Department of General History</li> <li>• Ms. Ruchama Elad-Yarum, Manager, Unit for Academic Quality Evaluation, Office of the Rector</li> <li>• Ms. Noy Snir, Unit for Academic Quality Evaluation, Office of the Rector</li> </ul>
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<u>History Evaluation Committee – Visit Schedule</u> <u>Haifa University</u>		
<b>Thursday, March 3<sup>rd</sup>, 2022</b> <b>*Meetings are conducted in a Q&amp;A format</b>		
Time	Subject	Participants
09:00-09:30	Opening session with the heads of the institution	<ul style="list-style-type: none"> <li>• Prof. Gur Alroey, Rector</li> <li>• Ms. Ruchama Elad-Yarum, Manager, Unit for Academic Quality Evaluation, Office of the Rector</li> <li>• Ms. Noy Snir, Unit for Academic Quality Evaluation, Office of the Rector</li> </ul>
09:30-10:15	Meeting with the Dean of the Faculty of Humanities	<ul style="list-style-type: none"> <li>• Prof. Efraim Lev, Dean of the Faculty of Humanities</li> </ul>
<b>10:15-10:30</b>	<b>Break</b>	
10:30-11:30	Meeting with the Head of the History Department	<ul style="list-style-type: none"> <li>• Dr. Zur Shalev, Head of the Department of General History</li> </ul>
11:30-12:15	Meeting with senior academic staff * (With Tenure)	<ul style="list-style-type: none"> <li>• Dr. Ory Amitay</li> <li>• Dr. Eli Cook</li> <li>• Prof. Stefan Ihrig</li> <li>• Prof. Amos Megged</li> <li>• Dr. Nira Pancer</li> </ul>

		<ul style="list-style-type: none"> <li>• Prof. Eran Shalev</li> <li>• Prof. Joseph Ziegler</li> </ul>
<b>12:15-12:20</b>	<b>Break</b>	
12:20-13:00	Meeting with senior academic staff* (Without Tenure)	<ul style="list-style-type: none"> <li>• Dr. Alissa Bellotti</li> <li>• Dr. Moshe Blidstein</li> <li>• Dr. Dorothee Burda Fischer</li> <li>• Dr. Tal Elmaliach</li> <li>• Dr. Svetlana Natkovich</li> <li>• Dr. Shai Srougo</li> <li>• Dr. Anat Vaturi</li> </ul>
13:00-13:45	Meeting with Adjunct academic staff *	<ul style="list-style-type: none"> <li>• Dr. Tal Zalmanovich</li> <li>• Dr. Ela Bauer</li> <li>• Dr. Maya Mark</li> <li>• Dr. Yonatan Sagiv</li> <li>• Dr. Diana Tal</li> <li>• Dr. Ami Vatury</li> <li>• Rabbi Dr. Yossef Stamler</li> <li>• Dr. Ido Zerkovitz</li> </ul>
<b>13:45-14:30</b>	<b>Lunch</b>	
14:30-15:45	Tour of the School	Dr. Zur Shalev, Prof. Eyal Ben Eliyahu, Prof. Hillel Newman and Prof. Yossi Chajes will accompany the committee members
15:45-16:30	Meeting with BA students**	<ul style="list-style-type: none"> <li>• Zohar Barlell (BA double major, 3rd year)</li> <li>• Ms. Noa Greenberg (BA double major, 3rd year)</li> <li>• Ido Kons (BA double major, 3rd year)</li> <li>• Simon Pikovski (BA double major, 3rd year)</li> <li>• Gal Seeberger (BA single major, advanced year)</li> <li>• Matan Shor (BA single major, 4th year)</li> <li>• Uri Waintraub (BA single major, 3rd year)</li> </ul>
16:30-17:15	Meeting with MA and PhD students** (Including TA's)	<ul style="list-style-type: none"> <li>• Yael Bercovich (MA with Thesis, 3rd year)</li> <li>• Dror Elovits (MA with Thesis, 2nd year)</li> <li>• Yair Raviv (MA with Thesis, 2nd year)</li> <li>• Noa Toib (MA with Thesis, 4th year)</li> <li>• Moria Tal (MA without Thesis, 2nd year)</li> <li>• Uri Appenzeller (PhD 2nd stage)</li> <li>• Avner Gershony (PhD 2nd stage)</li> </ul>

		<ul style="list-style-type: none"> <li>• Sergey Kerzner (PhD 2nd stage)</li> <li>• Netanel Nagar (PhD 2nd stage)</li> <li>• Zohar Porshyan (PhD 2nd stage)</li> </ul>
17:15-18:00	Meeting with Alumni**	<ul style="list-style-type: none"> <li>• Dr. Shai Feraro (BA + MA with Thesis)</li> <li>• Dr. Eyal Meyer (BA + MA with Thesis)</li> <li>• Ms. Lilach Feldman (MA without Thesis)</li> <li>• Dr. Nissim Amor (PhD)</li> <li>• Dr. Tamar Nadav (PhD)</li> <li>• Dr. Zeev Shulman (PhD)</li> </ul>
<b>18:00-18:15</b>	<b>Break</b>	
18:15-18:45	Closing meeting with the Dean of the Faculty of Humanities, and the Head of the History Department	<ul style="list-style-type: none"> <li>• Prof. Gur Alroey, Rector</li> <li>• Prof. Efraim Lev, Dean of the Faculty of Humanities</li> <li>• Prof. Eyal Ben Eliyahu, Head of the Department of Jewish History (during evaluation year 2019-20)</li> <li>• Prof. Hillel Newman, incoming Head of the Department of Jewish History</li> <li>• Dr. Zur Shalev, Head of the Department of General History</li> <li>• Ms. Ruchama Elad-Yarum, Manager, Unit for Academic Quality Evaluation, Office of the Rector</li> <li>• Ms. Noy Snir, Unit for Academic Quality Evaluation, Office of the Rector</li> </ul>