לשכת הרקטור
Rector's Office
مكتب عميد الجامعة

لشכت הרקטور
Rector's Office
مكتب عميد الجامعة

July 27, 2022

Council for Higher Education
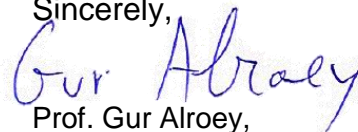
<u>Quality Assessment Division</u>

Dear Sirs / Mesdames,

<u>Re: Self Evaluation – Departments of General History and Jewish History – Action Plan for Implementation of the Committee's Recommendations</u>

We are grateful to the Committee for providing us with this unique opportunity to engage in serious, systematic examination of our History Departments' roles, mission and activities.

Further to your letter of 10.5.2022, and in line with your request for an action plan for implementation of the recommendations proposed by the Evaluation Committee, in the following table, we address the Committee's comments and suggestions.

Sincerely,

Prof. Gur Alroey,

Rector

לשכת הרקטור
היחידה להערכת איכות אקדמית
Office of the Rector
Unit for Academic Quality Evaluation

Self-Evaluation – General History and Jewish History Departments
Action Plan for Implementation of the Committee's Recommendations

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
Section 4: Recommendations		
Essential:		
1. 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. *[for further details, please see Section 3.1, Management and Administration, pp. 3-5]*	**(GH)** DGH members discussed the integration proposal at some length. The consensus was that the existing School of History (SoH) should serve as the main frame for increased collaboration. For reasons that are not clear to us, the Committee's report ignored the SoH, despite its prominence in the history community in Haifa and, in parallel, in the Report submitted to the CHE. Moreover, the Committee did not ask to speak to the SoH's former and current heads about the SoH. In so doing, the Committee missed an essential component of historical education at the UoH. During the past decade, the SoH has taken major steps towards increased inter-departmental collaborations. DGH was a central player in this process. We believe that these ongoing processes should be strengthened and restructured in the form of a stronger SoH. The DGH would welcome a more powerful SoH, following the model of the newly established School of Archaeology. Such a move would ideally include other history departments, such as ME and Islam studies, Israel Studies, and Art History. At the same time, DGH members believe in the importance of maintaining the department's autonomy for intellectual and pedagogical as well as practical reasons.	An ongoing process of redefining the SoH's role. Will be directed by the Dean and the Rector.
	(JH) We appreciate the importance and necessity of increasing cooperation between the DJH and DGH, as well as with other departments in the SoH. At the same time, it is our conviction that there continues to be a powerful academic rationale for maintaining the disciplinary integrity of the DJH as a framework for Jewish Studies, embracing Jewish History, Jewish Thought and Bible. We, therefore, believe that the goal of greater cooperation will be better served by vigorously promoting courses in the various departments in the SoH that are opened to students from neighboring departments. For example, the SoH is well-suited to	

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
	serve as a forum for introductory wide-ranging history courses, as well as courses in methodology. Some methodological courses are in fact already being offered jointly.	
	(U)(F) The Rector and the Dean of the Faculty of Humanities have appointed a senior academic faculty member to serve as a project head who will lead the structural changes in the SoH, in line with the Committee's recommendations.	
2. Future reports should contain detailed information concerning research accomplishments of department faculty, based on mandatory annual faculty activity reports. *[for further details, please see Section 3.2, QA & Self-Evaluation Process , p. 5]*	**(GH)** DGH members were baffled by this recommendation. Our report included a significant section on research activities and accomplishments, Section 5.6, pp. 127–163, which includes both text and detailed tables. During their visit, the Committee asked very little about successful research centers run by our members, international scientific journals edited, or international collaborations.	
	(JH) We will be happy to include detailed information in future reports concerning the research accomplishments of faculty members, just as we have done in the current report in Section 5.6 (pp. 202-236).	
	(U) In Table 16 in the Report (page 132 of the DGH Report and page 173 in the DJH report), the research activities of the faculty members in the respective departments over the past three years are described (including the publication dates), as required. In Table 15 in the Report (page 130 of the DGH Report and page 171 in the DJH report), the grants awarded the faculty members in the respective departments over the past five years are described (in the DJH table, including the year the award was given and in the DGH table, including the duration of the award). The Vice Dean for Research for each Faculty works to encourage research, publication of papers, and grant submissions in cooperation with the Research Authority. As of October 2022, the CRIS data base and portal will come online and enables us to monitor research publication activities of the UoH's faculty members overall, by department and individual level. We plan to expand the CRIS coverage to also include supervision by faculty members of graduate students and faculty members' research grants.	

לשכת הרקטור
היחידה להערכת איכות אקדמית
Office of the Rector
Unit for Academic Quality Evaluation

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
3. 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. *[for further details, please see Section 3.3, Study program , pp. 5-8]*	**(GH)** The DGH, as part of the evaluation process, established a teaching committee, which will make recommendations about our curricula (this process is mentioned in the submitted DGH Report). When the internal committee's report is ready, we will hold a summit to discuss its findings and establish annual summits as recommended. At this stage, the DGH has no active teaching adjuncts. Future adjuncts will be invited to the annual summits. The DGH already acts in line with the UoH's teaching strategy, by working to create meaningful double major tracks (English, Honors Program, Education) and by investing in advanced online teaching. The DGH will try to incorporate the UN SDG themes into its curricula (e.g., Urban History, Migrations, etc.)	DGH self-appointed teaching committee's report: 31 August 2022 Yearly summits: To be implemented beginning next year.
	(JH) We wholeheartedly endorse the Committee's recommendation to hold annual departmental meetings to address strategic issues concerning our programs and their curricula. We share the Committee's belief that these meetings should be inclusive, and it is our opinion that all members of the department should participate in these discussions.	
4. 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	**(GH)** The existing UoH's Holocaust Studies program was established by Prof. Arieh Kochavi, a recently retired DGH member. As long as this program is autonomous, there is no point in establishing a parallel, competing field inside the DGH. Our faculty member, Prof. Stefan Ihrig, regularly teaches a class in this field in the external program, which is open to our students. Ihrig also edits the distinguished *Journal of Holocaust Research* (Taylor & Francis). Should the University administration decide to bring the external program into the Faculty of Humanities and the regular departments, we would then be very keen to adopt this or a newly formed program as a shared program between the two related departments. A shared	

החוג להיסטוריה כללית
החוג להיסטוריה של עם ישראל

Department of General History
Department of Jewish History

לשכת הרקטור
היחידה להערכת איכות אקדמית

Office of the Rector
Unit for Academic Quality Evaluation

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
Holocaust Studies should be created in the coming years that connects both Jewish and General history departments. *[for further details, please see Section 3.3, Study program , pp. 5-8]*	position in Holocaust Studies would also be very welcome. We adopt this recommendation wholeheartedly.	
	(JH) We thank the Committee for this comment. The DJH has, for several years, sought to add to its ranks a tenured faculty member specializing in Holocaust Studies. We have in fact just been informed that Dr. Marc Volovici, an accomplished young scholar, has been granted a post-doctoral fellowship by the Landecker Foundation to teach and engage in Holocaust research in our department for the next five years, bringing us much closer to our goal.	
	(U)(F) The subject of Holocaust Studies will also be discussed in the framework of the planned reorganization of the SoH and its departments.	
5. 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. *[for further details, please see Section 3.5, Faculty , pp. 9-10]*	**(GH)** Overall, the DGH comprises excellent, active researchers, as demonstrated by the research chapter in our Report. Indeed, we acknowledge that promotions in the DGH are slow. The reasons for this admittedly problematic situation are institutional, disciplinary and individual. As researchers who are working on non-local topics, we operate in much larger, international academic communities and are dependent on foreign archives, which may lead to slower publication processes. Individually, there is room for improvement. While the DGH offers mentorship to its younger members and continually encourages publications, grant submissions, and international collaborations, the process should be re-energized and formalized. The DGH has no resources that would allow incentives and research funding. It allocates teaching reductions as far as the University administration allows.	Formalize the departmental mentoring process – during the next academic year.
	(JH) As recorded in Section 5.6 of the Report, most DJH members are highly engaged in research, which we will continue to encourage actively. As a rule, we make every effort to guide candidates for promotion through the bureaucratic technicalities and keep them informed of the status of their promotion process. See also our comments on recommendations 2 and 7.	

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
	(U) According to the policy set by the Rector and the Vice President and Dean of Research and Development, research incentives designed to encourage research activity among faculty members are in place. For example: a reduction by two annual teaching hours is granted for submitting a research proposal to an EU competitive grant, winning a research grant, publishing multiple papers, or involvement in a unique research activity (subject to the Rector's approval); a reduction of up to two annual teaching hours is offered to newly recruited faculty members without tenure until they receive tenure/up to three academic years, etc. The UoH has shaped and clearly formulated all its academic procedures in a document, recently updated (Criteria for Appointments and Promotions, June 2022). This document is posted on the University website, and is accessible and generally known to all faculty at the UoH. In addition, the Rector, Vice Rector, and Faculty Deans meet with faculty members in various departments, as well as with newly appointed heads of department, to discuss aspects of the appointment and promotion procedures. Recently, there have been extensive discussions in the UoH Senate following the work of a special Senate committee that was appointed to examine the appointment and promotion regulations and recommended changes. As a result the regulations have been significantly changed (in affect as of July 2022). In particular, criteria for appointments and promotions have been revised and clarified. The University promotion process is based on the highest national and international criteria of academic excellence, and includes (as in any other academic institution) requirements for continuous and excellent research activities, publication in leading journals, winning research grants from highly competitive funds, giving keynote lectures in conferences, and participation in workshops. Faculty members' activities and/or publications in national and local journals are also taken into account but to a lesser degree (weight) in considering promotion. These requirements vary according to the relevant rank under consideration.	
	(GH) The DGH has no part-time faculty appointments.	

	לשכת הרקטור	החוג להיסטוריה כללית
	היחידה להערכת איכות אקדמית	החוג להיסטוריה של עם ישראל
	Office of the Rector	**Department of General History**
	Unit for Academic Quality Evaluation	**Department of Jewish History**

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
6. Discontinue part-time appointments, which are exploitative of academic labor. *[for further details, please see Section 3.5, Faculty, pp. 9-10]*	**(JH)** We fully acknowledge the shortcomings of part-time appointments. We continue to seek additional resources to supplement these positions and provide all our faculty members with full-time appointments.	
	(U) The UoH's policy it to avoid as far as possible recruiting part-time faculty members. In the past year, more than a few part-time positions became full-time positions.	
7. 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 awarded. Funding must be made available to a limited number of high-quality PhD candidates whose projects show the greatest promise. *[for further details, please see Section 3.6, Research, pp. 10-12]*	**(GH)** Agreed, and already performed. Incentives to researchers have recently been cut due to budgetary issues. They are outside the DGH's remit. We encourage our faculty members to secure funds for research students.	Immediately, ongoing
	(JH) As described in Section 5.6 of the Report, many DJH members consistently apply for – and receive – research Israeli and foreign grants. We will continue to encourage applications for grants. Criteria for reduction of teaching loads are determined by the University. Insofar as the resources of the department permit, we assist outstanding research students with financial aid and also help them apply for funds outside of the department.	
8. 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. *[for further details, please see Section 3.8, Infrastructure, p. 13]*	**(GH)** Keenly agreed. The DGH is eager to work with the library and University administration towards such a solution.	Immediate
	(JH) We endorse this recommendation, which should be referred to the University library.	
	(L) The EEBO and ECCO databases recommended by the Committee are extremely expensive archives and their acquisition is something that can only be done on a national level. Following the call by the Steering Committee to Promote the Humanities, established by the CHE, for proposals for strengthening humanities study in academia, the university library administrations, which provide services and support for research, teaching and learning in the university Humanities Faculties, joined together to draw up such a proposal. The proposal laid out ways to enhance accessibility to digital information and develop digital humanities in the	

החוג להיסטוריה כללית
החוג להיסטוריה של עם ישראל

Department of General History
Department of Jewish History

לשכת הרקטור
היחידה להערכת איכות אקדמית

Office of the Rector
Unit for Academic Quality Evaluation

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
	research universities. The libraries' administration team examined relevant content and in January 2021 recommended the purchasing of archives containing rare books and others inaccessible in any other way and archives that include primary sources covering a range of time and topics, and built using the most advanced information retrieval technologies available. The university researchers are requesting these archives from the library staff. In the end, the Steering Committee to Promote the Humanities did not, when making its recommendations, refer to the above list of databases and archives, which Humanities researchers lack. The UoH library examined the possibility of getting a subscription to the EEBO database and received a very high price quote. The price quote will be submitted to the Humanities Faculty for its determination of whether there is interest in acquiring the subscription when it is so expensive.	
Important:		
9. Redefine the relationship between internal programs and international programs. *[for further details, please see Section 3.3, Study program, pp. 5-8]*	**(GH)** This is an essential point for the DGH, to which it fully subscribes. Our members routinely contribute to non-departmental programs (German and European Studies, Holocaust, Culture, Ruderman, etc.). We would like to benefit in agreed-upon ways from these contributions.	Ongoing
	(JH) Beginning in the upcoming academic year, courses in our international program will be open to Israeli students in the department who are sufficiently proficient in English (cf. the comments on recommendation 17).	
10. Establish a set of standards and supervision for all online courses that take into consideration the problems and challenges of distance learning.	**(GH)** Agreed. We await the outcomes of our internal teaching committee as well as those of the University's Teaching committee that deals with distance learning as well.	
	(JH) This is an important recommendation. It is our intention to establish a new departmental committee to evaluate our online and long-distance courses and assist	

	לשכת הרקטור	החוג להיסטוריה כללית
	היחידה להערכת איכות אקדמית	החוג להיסטוריה של עם ישראל
Office of the Rector		Department of General History
Unit for Academic Quality Evaluation		Department of Jewish History

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
[for further details, please see Section 3.4, Teaching and Learning, p. 9]	members of the department in making the best and most effective use of these formats.	
	(U) The UoH believes that online and hybrid courses should have the same high academic quality as traditional on-campus courses. The development of these courses is an ongoing enterprise conducted through the mutual cooperation of faculty and the Office of Digital Pedagogy. The guiding principles for achieving these goals may be summed up as follows: • The first step in constructing the course is to clarify its pedagogical goals. • The course design will ensure that students understand what is expected of them and how they can succeed in the course. • Teach students to take responsibility for their own learning. • Provide students with a learning experience where they will be actively engaged. • Ensure that course design supports the stated academic goals. • Provide technical support to ensure students' and instructors' success. • Provide clear and relevant course instruction. • Enhance and promote student mastery of skills. • Incorporate content, activities and resources that support academic goals. • Provide ongoing assessment and feedback to the student. • Technology will be chosen commensurate with academic goals. • Courses will be regularly evaluated for effectiveness and will be modified accordingly. • Courses will be accessible to all students regardless of special needs.	Immediately
11. 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.	**(GH)** The DGH is in the process of correcting the major gender imbalance in its faculty roster that developed, despite its best intentions, during the past decade. Our two recent hires are female.	Ongoing
	(JH) We are pleased that in recent years four women have joined our department, and we continue to be committed to the goal of achieving gender balance among faculty members in the department.	

החוג להיסטוריה כללית

החוג להיסטוריה של עם ישראל

Department of General History
Department of Jewish History

לשכת הרקטור

היחידה להערכת איכות אקדמית

Office of the Rector
Unit for Academic Quality Evaluation

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
[for further details, please see Section 3.5, Faculty, pp. 9-10]	**(U)** The University Administration undertakes a thorough and methodical process of evaluation before recruiting faculty members. This process is based on a search (including an international one) for potential candidates. The principle of academic excellence as well as UoH specific priorities are reflected in job postings. The Rector has offered a new arrangement to all the Faculties regarding faculty recruitment in which he notes, among other points, that the University is interested in hiring faculty members from underrepresented sectors – women and minorities. Regarding gender equity – according to the new hiring policy recently established, when a male candidate and a female candidate with similar portfolios compete for the same position, preference will be given to the woman to improve the gender equity and hiring rates of women at the University. Overall, the UoH is already close to the objectives defined by the "Equator Program" for gender equality (CHE/PBC), as of July 2022, women constitute 45.4% of all academic faculty members.	
12. 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. *[for further details, please see Section 3.5, Faculty, pp. 9-10]*	**(GH)** DGH rarely hires adjuncts. --- **(JH)** The current UoH policy is to reduce the total number of adjunct instructors in the Humanities Faculty. Nevertheless, we welcome the Committee's suggestion to maximize the participation of the remaining adjunct instructors in the DJH's decision-making process regarding research and other activities. --- **(U)** The University employs junior faculty including adjunct and teaching fellows, in line with the salary agreements between the University and the junior academic faculty association, approved by the Head of the Department of Salary and Employment Agreements in the Ministry of Finance. Regarding employment security guaranties – The regular salary agreements offered by the UoH include employment security guaranties for some teaching fellows who meet criteria established by salary agreements including the duration and scope of employment.	

החוג להיסטוריה כללית

החוג להיסטוריה של עם ישראל

Department of General History
Department of Jewish History

לשכת הרקטור

היחידה להערכת איכות אקדמית

Office of the Rector
Unit for Academic Quality Evaluation

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
	Agreements related to employment security guaranties are national agreements, some of which have been in effect since 2012. The most recent agreement went into effect at the start of academic year 2021/2022.	
13. Provide funding for graduate students' research and research travel. *[for further details, please see Section 3.7, Students, pp. 12-13]*	**(GH)** Unfortunately, the DGH has no resources for graduate student support. We encourage our faculty to secure research grants and also apply to all available institutional and national funds, when appropriate.	Ongoing
	(JH) We acknowledge the importance of this recommendation and will continue to seek funding wherever possible, as we have done in the past, to provide financial assistance to our graduate students for research, including research travel.	
	(U) On January 2022, the UoH Senate approved the establishment of the Bloom Graduate School. The school is the result of the generous donation of Mr. Bradley Bloom, Chairman of the Board of Governors, University of Haifa. The Bloom Graduate School embodies the new spirit emanating throughout the University. It is primed to promote interdisciplinary research and collaboration across faculties, link the various centers of excellence developed in the University and foster the development of an active researchers' community. Enhancement of research and the academic stance and prestige of advanced students stands at the top of the University's agenda and the Bloom Graduate School will strive to integrate and train doctoral and postdoctoral students using an innovative social and spatial approach in a challenging learning environment and under a supportive academic roof. The Bloom Graduate School grants competitive excellence scholarships, which will augment the pool of scholarships offered by the University's departments and faculties and those coming from researchers' own budgets. The school's training concept will provide advanced students with the resources they need to successfully immerse themselves in their academic journey to become leaders in their fields and will foster their academic and professional development by imbuing them with the skills and competencies needed for their success. It will guide the creation of a research-teaching-learning community comprising these young	Regarding Bloom Graduate School – starting academic year 2022-23

	לשכת הרקטור	החוג להיסטוריה כללית
University of Haifa	היחידה להערכת איכות אקדמית	החוג להיסטוריה של עם ישראל
	Office of the Rector	**Department of General History**
	Unit for Academic Quality Evaluation	**Department of Jewish History**

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
	scholars and generate a cadre of future academic leadership fated to play key roles in Israeli and international contexts.	
	The Bloom Graduate School, through the generous support of Mr. Bradley Bloom, Chairman of our Board of Governors, will award the following grants in the form of enlarging the Research Authority's existing grants:	
	Doctoral scholarships	
	Six scholarships to be awarded to new PhD students in all disciplines.	
	The donation for the doctoral scholarships is NIS 300,000 for four years for new students as of academic year 2022/2023.	
	Post-doctorate scholarships	
	Four scholarships to be awarded to PhD graduates who will be starting a post-doc at UoH in any discipline.	
	The scholarship is capped at NIS 96,000 and the post-doc's host researcher will be required to add money from their own resources.	
	The aim of the scholarship is to enable doctoral students and post-doctoral fellow in any knowledge field to devote the majority of their time and energy to research and to create suitable conditions to allow them to complete their research during the scholarship period. Recipients will be selected on the basis of information about their planned research and other information as detailed in the call for applications.	
	Scholarships related to the field of Humanities – Every year the CHE's Planning and Budget Committee issues a specific call, the Rotenstreich for Scholarships for Outstanding Doctoral Students in the Humanities:	
	Rotenstreich scholarships are awarded on a competitive basis to outstanding doctoral candidates throughout Israel. The UoH submits the names of its candidates to the PBC committee responsible for awarding the scholarships. Each scholarship is for NIS 80,000 per year over three years. The University is responsible for covering half the scholarship from its own budget.	

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
	In addition, the Humanities Faculty awards scholarships, from its own resources, to outstanding graduate and doctoral students on a competitive basis.	
14. Create a student lounge where students can interact with one another informally. *[for further details, please see Section 3.7, Students, pp. 12-13]*	**(GH)** We welcome the idea.	
	(JH) We appreciate the recommendation and would be happy to provide such a space, if possible, with the assistance of the University.	
	(U) The University is in the midst of a process of enlarging its public spaces available to students, creating areas for sitting and studying and having social gatherings throughout the campus. The planning stage has been completed and the project is about to be implemented.	Ongoing
15. 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. *[for further details, please see Section 3.8, Infrastructure, p. 13]*	**(GH)** We welcome the idea.	
	(JH) We recognize the importance of these interactions and would be happy to provide such spaces, if possible, with the assistance of the University.	
	(U) The Bloom Graduate School has been established in the IBM Building on the UoH's main campus. The school will have work stations for doctoral students, post-doc fellows and Bloom fellows who will teach in the training program. Among these, without a doubt, there will representatives of the lecturers from the history departments. Also see our response to recommendation 13.	
Desired:		
16. 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.	**(GH)** These topics are taught by specialists in other departments. Our students are encouraged to take elective courses outside the department. A strong SoH, as indicated above, will be able to provide a strong foundation for a global and diverse program for all students in the constituent members. Indeed, the recommendation is impractical at this stage. On p. 7 of the Committee's report, it is argued that DGH "currently struggles" to satisfy its aim to cover the curriculum of Western History. We both disagree with the judgement, and wonder, had it been true, why we are expected to add even more topics to our curriculum. It	

החוג להיסטוריה כללית
החוג להיסטוריה של עם ישראל

Department of General History
Department of Jewish History

לשכת הרקטור
היחידה להערכת איכות אקדמית

Office of the Rector
Unit for Academic Quality Evaluation

Committee's Recommendations [Essential / Important / Desirable] (May 2022)	Action Plan – Steps Toward Implementation General History Department's Response (GH) / Jewish History Department's Response (JH) / (F) Faculty's Response / University Administration's Response (U) / Library's Response (L) (July 2022)	Schedule (Month/Year)
[for further details, please see Section 3.3, Study program, pp. 5-8]	should be emphasized, too, that if we are unable to hire new faculty members to replace retirees, we will indeed face difficulty in providing a comprehensive curriculum in the Western tradition.	
17. 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. *[for further details, please see Section 3.4, Teaching and Learning, p. 9]*	**(GH)** Agreed. Note the recent anthology in Hebrew of sources on early American history by Prof. Eran Shalev, Head of the School of History.	Ongoing
	(JH) We acknowledge the importance of making English-language materials accessible to students who need such assistance. Several DJH members in fact consistently provide such translations, and we encourage our faculty members to do so when necessary. We wish to stress, nevertheless, that we consider having reading-level knowledge of English a minimum and fundamental academic skill, and we believe that the decision to provide translations should be taken on a case-by-case basis. We also note that the University now requires all BA students who are sufficiently proficient in English to take at least one entire course in English.	
18. Organize student conferences, offer editing services and provide professional guidance regarding post-graduate opportunities. *[for further details, please see Section 3.7, Students, pp. 12-13]*	**(GH)** Agreed.	Ongoing
	(JH) The Covid pandemic unfortunately forced us to cancel earlier plans for student conferences. Now that the worst of the pandemic seems to be behind us, we are planning to hold conferences in the near future for research students at various levels, including one such conference this summer for students in the program of Eastern European Studies.	

החוג להיסטוריה כללית
החוג להיסטוריה של עם ישראל

Department of General History
Department of Jewish History

לשכת הרקטור
היחידה להערכת איכות אקדמית

Office of the Rector
Unit for Academic Quality Evaluation

Corrections to comments appearing in the Committee's report

General notes made by the committee (May 2022)	Department's response (June 2022)
General History	
p. 3: "more courses co-taught by faculty members from each department"	The University now disallows co-teaching with full teacher accreditation, due to budgetary constraints.
p. 3: "The committee witnessed resistance, if not opposition, mainly from the General History Department regarding an increased level of cooperation with other departments"	This is a misrepresentation. The DGH fully supports increased cooperation between the UoH history departments.
p. 5: "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."	This comment comes as a surprise. We were not asked whether we warned our students about academic hiring prospects, which indeed we do. Our report meant that some of our BA and MA students went on to higher degrees in Oxford, UPenn, Southampton, etc.
p. 7: "While some fields – geographic, chronological, and methodological – are well represented, others are markedly, and sorely, absent from the course offerings."	We would have benefitted more from this comment had it been complemented by concrete examples.
p. 7 : The Department's report contained numerous references to the "potential value" intrinsic to remote teaching.	We detected only one reference, not numerous, to the potential value of remote teaching. We agree with the Committee's recommendation: "Establish a set of standards and supervision for all online courses that take into consideration the problems and challenges of distance learning."
p. 11: "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."	First, it is not clear which department is referred to. Second, as mentioned above, this comment disregards the detailed research chapter. We are proud of the research achievements it listed.
Jewish History	
p. 8: "The department offers an international MA program in Jewish Studies and the Livnat Weiss MA program in Holocaust Studies."	Please note that we do indeed offer an international MA program in Jewish Studies, but the Livnat Weiss MA Program in Holocaust Studies is not under the auspices of the Department of Jewish History.