



Committee for the Evaluation of Sociology and Anthropology Study Programs

General Report

Evaluation Report

September 2012

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Chapter 1- Background

At its meeting on July 14, 2009, the Council for Higher Education (CHE) decided to evaluate study programs in the field of Sociology and Anthropology.

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

- Prof. Seymour Spilerman – Department of Sociology, Columbia University, USA, Committee Chair
- Prof. Arne Kalleberg - Department of Sociology, University of North Carolina, USA
- Prof. Herbert Lewis - Department of Anthropology, University of Wisconsin, USA
- Prof. Leslie McCall - Department of Sociology, Northwestern University, USA*
- Prof. Yitzhak Samuel - Department of Sociology and Anthropology, University of Haifa, Israel
- Prof. Moshe Shokeid - Department of Sociology and Anthropology, Tel Aviv University, Israel
- Prof. Florencia Torche - Department of Sociology, NYU, USA†.

Ms. Yael Franks - Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to‡:

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in Sociology - Anthropology, and to conduct on-site visits at those institutions.
2. Submit to the CHE an individual report on each of the evaluated academic units and study programs, including the Committee's findings and recommendations.
3. Submit to the CHE a general report regarding the examined field of study within the Israeli system of higher education including recommendations for standards in the evaluated field of study.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2009).

* Prof. Leslie McCall did not take part in the evaluation of OUI, TAU, BIU and AUC

† Prof. Florencia Torche joined the committee at a later stage, after the first round of visits in January 2012, thus did not take part in the evaluation of BGU, HUJI, Academic College Emek Yezreel and University of Haifa

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

Chapter 2-Committee Procedures

The Committee held its first meetings on January 02, 2012 during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Sociology and Anthropology Study programs.

In January 2012, the Committee held its first cycle of evaluation, and visited Ben-Gurion University of the Negev, University of Haifa, The Hebrew University of Jerusalem and The Academic College of Emek Yezreel. In May 2012 the Committee conducted its second evaluation cycle, and visited The Open University, Tel Aviv University, Bar Ilan University and Ariel University Center of Samaria. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students, and toured the visited departments.

This report deals with the general state of Sociology and Anthropology study Programs in Israel.

Chapter 3: Executive Summary

Sociology and anthropology programs in Israel are generally doing well and some have international reputations for excellence. At the same time, the contraction in funding for universities over a period of several years has left the quality of the programs vulnerable to erosion, in that retiring faculty must be replaced and facilities maintained, even upgraded in some cases. The university departments of sociology and anthropology are also adversely affected by the organization of higher education in Israel and by the preference of many students for applied studies. Finally, the emphasis by some universities on expensive physical and life science programs has detracted from support given to the social sciences.

In the general report we discuss issues relating to the organizational structure of the departments and the institutional environment in which the departments must operate. These contextual factors constrain their attempts to achieve excellence. The following are the principal highlights of the report:

1. The presence of sociology and anthropology in a single department has adversely affected the quality of graduate study in anthropology. Consideration should be given to the formulation of graduate study in anthropology on a consortium, cross-university, basis.
2. Statistical reasoning is becoming increasingly important in sociological research. The Committee therefore recommends that statistical training be strengthened in all sociology and anthropology programs in Israel.
3. The expansion of applied programs at the graduate level has the potential of distorting the academic goals of the departments. The rapid growth of applied organizational studies is a particular concern. We recommend that such programs be limited to a modest size.
4. Subfields in which departments have achieved an international reputation for research (such as social stratification) should be protected even if enrollment in them is small. It is also our view that the university departments should be relatively balanced in their coverage of different research styles and not be dominated by a single methodological or conceptual approach.
5. The Committee recommends that consideration be given to strategies for increasing enrollment in graduate programs, especially encouraging applications from graduate students who have a BA from another discipline, recruiting foreign students, enlarging direct-to-PhD graduate programs, and introducing an English language curriculum at the graduate level.
6. To better assess training outcomes from the programs, the Committee recommends that each department periodically conduct an alumni survey.

7. Specific to the colleges, the Committee recommends that the MALAG clarify the roles of the colleges in the system of higher education, possibly differentiating their goals from those of the universities.

8. Specific to the colleges, we recommend that the criteria for promotion in the colleges be brought into line with the responsibilities of faculty, which are more oriented to teaching and less to research than in the universities.

Chapter 4: Evaluation of Sociology and Anthropology Study Program in Israel

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

INTRODUCTION

Sociology and anthropology have much to offer to an understanding of Israeli society and social processes more generally. These disciplines are well established in Israel and the faculty in university departments have produced a stream of important studies over the years.

In its review the Committee was charged with examining programs of sociology and anthropology at six universities and two colleges. The universities are Tel Aviv University, Haifa University, the Hebrew University, Bar Ilan University, Ben Gurion University and the Open University. The colleges are Emek Yizrael and Ariel University Center. Separate reports have been prepared on each of these programs.

The intent of the general report is to assess the state of sociology and anthropology study and research in Israel. An appraisal of this order involves a consideration of both the quality of the departments engaged with these subjects and an account of the organization of higher education in the country, along with the educational goals of Israeli students. The latter factors are consequential since they impinge broadly upon curriculum and staffing decisions, quality of the research undertakings in these disciplines, and the consequent prestige in the international arena of the sociology and anthropology programs in Israel.

With regard to the first matter, there are considerable differences among the departments with respect to program effectiveness, research accomplishments by the faculty, success in grant competitions, and in the rate of publication by faculty in prestigious journals. Some departments have notable accomplishments on these dimensions while others are less distinguished--in some instances because of poor decisions made by the department, in other cases because of micro-management by university officials and an insistence on program objectives that are not compatible with a quality department of sociology and anthropology. We say little in this report about the individual institutions; the interested reader is referred to the eight department reviews that have been prepared by the Committee.

In the present report we consider a broad set of contextual issues that affect the quality of sociology/anthropology study and research in Israel. In particular, we address the following themes: sociology and anthropology as a single department; critical studies in the sociology program; the impact of growth of the colleges on departments in the universities; the organization of professional training and its impact on the study programs; the challenge of declining enrollment in particular subfields; and specific issues relating to quality of the college programs.

We emphasize that in addressing these issues we do not imply that we have solutions to propose for all of them. Many of these matters, though deeply consequential for the quality of the departments in Israel, stem from forces that have broad impact on the organization of higher education in the country. But it is important to acknowledge these contextual factors because they constitute the constraints under which excellence must be pursued. It is against this background that we make a few recommendations.

ISSUES RELATED TO DEPARTMENT STRUCTURE AND THE STUDY PROGRAMS

Sociology and anthropology in a single department

With one exception (the Open University) sociology and anthropology programs in Israel are organized in dual disciplinary departments. At the BA level, the study program covers both fields, while at the MA and doctoral levels students select a study track which tends to draw from a single discipline.

However, while the departments carry the names of both disciplines in the title, in terms of faculty distribution and course offerings they are mainly sociology departments. In general, the ratio of sociologists to anthropologists is about 4:1; in some schools it is even higher.

It is for historical reasons that the departments embrace the two disciplines. The first department in Israel to cover these subjects was the Department of Sociology at the Hebrew University. Though the name did not include anthropology, anthropological approaches were prominent from the department's earliest years, possibly due to the need for incorporating into Israeli society the diversity of immigrant streams entering the country and the insights that anthropology could bring to that effort. Recognizing these developments, the newly established Department of Sociology at Tel Aviv University became the first to hire formally trained anthropologists and renamed itself the Department of Sociology and Anthropology.

The model of sociology and anthropology in a single department was adopted by the other universities. In past years it was the case that both disciplines had considerable sway in at least some of the departments, though decisions on the relative sizes of the two was never a settled matter. At present, it is clear that all the departments, with the possible exception of one, are essentially sociology departments--despite the dual disciplinary name. In departments where there is a strong presence of qualitative sociology, the line between the two disciplines is not sharp and the anthropologists feel part of the intellectual enterprise. But even in these departments it is clear, especially with regard to graduate study, that the number of formally trained anthropologists--specialists with a deep familiarity of anthropological theory and methodology--is too small to provide cutting-edge training in this discipline.

In the U.S. and in Western Europe the institutional trend has been to move in the other direction. Some dual-disciplinary departments were established early in the past century; most have since divided into separate sociology and anthropology departments. The advantage of single discipline departments is clear: each can be true to its intellectual traditions, theoretical formulations, and methodological strategies. The disadvantage is also evident in that separate departments are much more costly to support.

In light of the financial pressures on Israeli universities, we do not recommend separate disciplinary departments, but rather a different approach to the organization of graduate study in anthropology. In place of having each department offer an MA and PhD program in anthropology, we recommend that graduate study in anthropology be organized as a consortium program, in which course offerings would be coordinated across the universities and students would take courses from more than one department. Many issues would have to be addressed in putting together such a program--the institutional name on the degree, the allocation of funding among the schools, and the very organization of the program. But such an arrangement would permit students to be exposed to more than the very few anthropologists at the individual universities, permitting richer graduate training than is presently the case.

We therefore recommend that a committee be formed of anthropologists from the various universities to consider both the advisability of this proposal as well as other strategies for enriching graduate training in anthropology in Israel.

Critical social studies in the sociology programs.

Sociology is a relatively new intellectual field and encompasses a diversity of subject matters and methodological strategies. Its development has been characterized by a lessening of philosophical and phenomenological approaches to the material, and a growing stress on positivistic approaches. This has meant an increasing orientation toward empirically-driven inquiry and a concern with the sorts of theorizing that can guide empirical studies (whether quantitative or qualitative). This trend has led to some tension in sociology departments with respect to formulations that fall under the rubric of "critical studies." There are a variety of definitions of this field and it has multiple intellectual roots, drawing from the humanities as well as the social sciences, and frequently including post-modern and post-colonial studies. In general, critical theory is oriented toward questioning the social order and changing society, as much as understanding it.

The Committee is of the view that this field should be represented in the sociology program. More so than in the US, Israeli society is ideologically fissured and there is much value in having the roots of the divisions explored in terms of culture, power relations, narrative, representations in the media, and the like. Moreover, much of what is labeled as critical sociology by the Israeli departments would elsewhere be considered political sociology, which is a well established subfield of the discipline. At the same time, the Committee feels that the university departments should have a broad coverage of the discipline and not be dominated by any single intellectual perspective.

There is also a considerable presence of critical (and post-colonial) formulations in the teaching and research activities of anthropologists in the Israeli departments. However, we have little to say about the appropriateness of these formulation in the anthropology program since they appear to be common in elite anthropology departments in the US and Western Europe, which is our reference standard. In short, in contrast with sociology, the anthropology profession appears to have absorbed this conceptual orientation.

Statistical training in the sociology programs.

In all the departments we visited there were required statistics courses for undergraduate as well as graduate students. Such training has become a standard part of the curriculum in sociology departments at the better universities, and we were pleased to see that this coursework is part of the curriculum in the Israeli departments. However, we found the content of the statistics courses quite varied across the departments and this is a matter of concern. What is covered in a statistics course is not a matter of taste; rather, there is a fairly standard curriculum that a research department in sociology should require at both the undergraduate and graduate levels.

We therefore recommend that each department request (or download) the syllabi of statistics courses required of students by elite departments in other countries and amend their own offerings to cover the same topics, and at similar levels of mathematical competence. Whether one works from a quantitative or a qualitative perspective, sociological research on many issues uses both methodologies, and graduates of the Israeli departments should be able to evaluate research studies irrespective of which approach is used.

THE CHALLENGE OF DECLINING ENROLLMENTS

Impact of the colleges on sociology and anthropology programs in the universities

Undergraduate education in Israel was once almost entirely the provenance of the universities. The only significant exceptions were some teacher training institutes (e.g. Beit Berl) and kibbutz colleges (e.g. Oranim). Since the 1990s, however, there has been a considerable growth of independent colleges that offer undergraduate study in a variety of disciplines as well as masters programs in some subjects. The impact on the universities has been considerable. In year 2000, for example, they accounted for 62% of undergraduate enrollment; by 2010 the figure had declined to 40%. This presents an issue with respect to the intended roles of the colleges and universities in Israel--as well as an opportunity to rationalize the organization of higher education in the country. Our mandate here, however, is to examine only the implications for sociology and anthropology, where the enrollment decline in the university departments has been steep.

In Israeli universities one applies for admission to a department, rather than to the institution, and admission standards differ among departments in a university. They tend

to be higher for economics or psychology study than for sociology; thus, in the past, many students who preferred the former disciplines enrolled, instead, in a department of sociology and anthropology at a university when denied admission by their preferred department. The rise of the colleges, however, permits an alternative calculation. Admission standards at the colleges tend to be lower than at the universities; thus, students denied admission to a university department of their choice now have the option of enrolling in that discipline in a college. This is one factor responsible for the decline in enrollment in departments of sociology and anthropology.

A positive reading of this outcome is that more of the students who enroll in university departments of sociology and anthropology genuinely wish to study this subject. However, since funding and faculty lines are contingent on enrollment, there are considerable costs to a department from the enrollment decline.

Consequences of the organization of professional training in Israel

A second reason for the enrollment decline in departments of sociology and anthropology--one that pertains to colleges as well as universities--relates to the organization of professional training in Israel.

In the United States, professions such as law, medicine, dentistry, architecture, education, and social work are formulated as graduate programs of study. Students who wish to enter these professions must first complete a BA degree, which can be in a major that bears little relation to their career objectives. As a result, a great many students take liberal arts programs and major in sociology or anthropology without compromising their career goals. In Israel, in contrast, professional study is generally formulated as an undergraduate program; indeed, all the professions listed above are undergraduate majors.

The consequence of this formulation of professional training is that sociology/anthropology departments lose many students who have professional career objectives. To increase enrollments, the departments have moved to develop career programs at the MA level which require prior undergraduate study in sociology/anthropology. But, as we point out in the next section, this strategy creates problems for the academic quality of the departments.

A related problem with maintaining enrollment arises from the professionalization of subfields that have traditionally been part of the subject matter of sociology, with the establishment of new departments in these areas. Examples of fields that have undergone this transition are criminology and communications, and there are indications that this process is underway with respect to organizational studies. While the sloughing off of subfields into independent departments is hardly unique to sociology, it has resulted in substantial numbers of prospective students being pulled away from academic study in the parent discipline, leaving the departments of sociology and anthropology further exposed to the consequences of declining enrollments.

The desire for "practical studies"

A consideration underlying many of the developments enumerated above is the very practical orientation of students at the colleges and universities in Israel. Because of military service they are older than their counterparts in other countries and are at a life stage where many are contemplating starting families. Thus, few have the luxury to select a major without thought to the career consequences of the choice. This orientation of students, and the consequent apprehension about enrollment loss by departments of sociology and anthropology, has prompted the departments to increase their offerings of programs that have a clear route to a career.

This development is most evident at the MA level and has led, in particular, to the formulation of large programs in organizational studies in several of the universities and colleges. While organizational theory and economic sociology are central fields in sociology, the new programs are very applied, essentially preparation for work careers in human resources and management. They are attractive to students and have large enrollments; however, the Committee is concerned about distortions in a department's curriculum, in faculty hiring, and in the academic quality of the program, itself, that may result from a large proportion of students engaged in applied studies. Sociology and anthropology are fundamentally disciplines of inquiry into the operation of social institutions, and we are skeptical about the compatibility of an applied focus with excellence in this undertaking. We do not disparage the value of this training, but question whether it should be housed in a department of sociology and anthropology rather than in a department of business or management.

Organizational studies should remain a core component of the graduate program, but the Committee recommends that the curriculum be made more academic and that the courses be deepened to ensure greater coverage of theoretical materials and cutting edge research methodologies. In particular, we recommend that coursework be added on economic sociology and on stratification processes within organizations.

In noting these concerns, we are acutely aware of the importance of enrollment figures. They determine funding levels from the MALAG to the universities and, indirectly, to the departments. They are the basis on which faculty lines and other resources are allocated to departments. Thus, a decline in enrollment has severe consequences and it is understandable that departments--in some cases prompted by the university administration--develop applied programs that have appeal to students. But it is our responsibility to point out that a large investment of time and resources in these endeavors can undermine a department's commitment to the sorts of activities that are associated with excellence in the disciplines of sociology and anthropology. Also, as befits a general department of sociology and anthropology, we recommend that, in all universities, efforts be made to ensure a diversity of specialty areas at the MA level, so that no single field of study dominates the graduate program.

The threat to subfields that are centers of excellence

A particular aspect of this problem concerns the low enrollment in subfields in which a department has achieved international recognition. This is the case with respect to two universities in Israel that are highly regarded for the quality of their research in the field of stratification. The Committee feels that the attainment of such recognition must be protected. Fortunately, while this might be difficult to justify solely on the basis of enrollment figures, faculty members in this specialty have brought substantial grant resources to their departments, along with prestige in international associations.

Steps should be taken to bolster graduate enrollment in subfields that have achieved recognition for their excellence. This is not easy to accomplish because the highly regarded subfields tend to be associated with an academic orientation whereas student preferences are for applied study. In the case of stratification studies, however, there are steps to be taken. In particular, we recommend that consideration be given to:

a) Recruiting BA graduates from other departments. Entry into graduate study in the Israeli departments requires either a BA in sociology/anthropology or remedial coursework for students who completed a BA in another discipline. In the US, by contrast, students with a BA in a different discipline are routinely admitted for graduate study in sociology and anthropology. In sociology departments remedial coursework is rarely requested; rather, the approach is to require theory and statistics courses from all entrants into the graduate program, but at a higher level than similar courses in the BA program. Since sociology is not a very cumulative field in terms of the importance of prior coursework, entrants from another discipline are not at a great disadvantage.

In the particular case of stratification, a critical ingredient for success involves strong statistics training. Thus, were transfers encouraged from among BA graduates in fields such as economics, statistics, and even engineering, the methodological strengths they bring to the department would more than offset their initial substantive deficiencies.

b) English language instruction at the graduate level. It is precisely in subfields that have achieved international visibility that there would be a demand for graduate study by students from Europe and the US. Further, many of the faculty in these specialties are well connected with European universities through collaborative research projects, and students from these countries might well be interested in undertaking graduate study with them. The Hebrew curriculum is a barrier to such recruiting, and the departments should consider offering some coursework in English to enhance its appeal. Nor would this development disadvantage Israeli students since success in academic sociology and anthropology requires fluency in English.

c) Enlarging direct BA to PhD programs. Doctoral study tends to draw students with academic rather than applied interests; thus, an emphasis on direct to PhD programs would bolster enrollment in the academically oriented subfields of the disciplines. A direct to PhD program would also mesh well with requiring a core curriculum of initial study at the graduate level and with encouraging enrollment by foreign students. Consequently, the

Committee recommends that the university departments consider converting research oriented MA tracks into a direct to PhD program. As part of the reorganization, the time to the doctoral degree should be shortened; at present it is often agonizingly long.

For this reorganization to be workable, greater fellowship aid must be made available by universities so that doctoral students can spend the bulk of their time engaged in study and research, rather than attending to work responsibilities. This is the training model at the best research universities outside the country, and we believe it is vital for maintaining a robust program of doctoral study.

To summarize this section, we recommend that subfields in which excellence has been attained (as evidenced by frequent publication in top tier journals and by the receipt of grant awards) be supported, even in the face of declining enrollment. And we have suggested a few strategies for increasing enrollment in the academically oriented specialties of the disciplines.

ADDITIONAL CONSIDERATIONS

Research on Israeli institutions

The Committee was surprised by the paucity of research by sociologists in university departments on institutions that are unique to Israel. The lack of interest in the kibbutz is particularly perplexing to us. There has been a sustained examination of this unique form of settlement by anthropologists, economists, and psychologists, but little attention by university sociologists, even though many topics that are at the heart of the discipline can be fruitfully examined with kibbutz data--institutional changes such as industrialization and privatization; generational succession and value shifts; the stratification system and how it is influenced by a settlement's economic structure. Since there are some 200 kibbutzim, with extensive archival data on the membership in various research centers, there is much opportunity for comparative work as well as quantitative studies.

It is not our business to set a research agenda for faculty members but we are saddened by the lack of interest by sociologists at the universities in this unique institution. (We are aware that sociologists at the colleges and at centers such as the Institute for Research on the Kibbutz at Haifa University are engaged in these studies, but we believe that faculty and graduate students in the university departments would bring a more theoretical and methodologically more rigorous approach to the subject.)

Alumni surveys

The Committee was surprised by the little contact that the departments appear to have with their graduates. There was a paucity of information in most departments about the activities of their alumni in the years and decades following graduation. Little was known about the proportion of BA graduates who continued study for a higher degree or about the

occupational activities of alumni. Since this information can be helpful in assessing the accomplishments and failings of the programs, we recommend that the departments conduct periodic surveys of their graduates.

It would also be advisable for the departments to undertake activities that contribute to the establishment of an alumni culture, with the intent of encouraging financial donations. This is routinely done in the US and involves little more than an annual newsletter to alumni--sometimes sent via email--acquainting them with recent faculty and student activities and conveying news about fellow alumni.

ISSUES SPECIFIC TO THE COLLEGES

The Committee examined the sociology and anthropology programs at two colleges, which is a rather small number from which to make general statements about this category of schools. Nonetheless, we do have a few observations.

1) In general, the Committee felt handicapped in evaluating the programs at the colleges because it is not clear to us what the "model" of a college is in Israeli higher education. Universities are well defined entities and we have tried to compare the reviewed programs to the better departments in US and European universities. But are the Israeli colleges intended to emulate the better academic colleges in the US (e.g., Amherst, Swarthmore, Pomona) or community colleges (e.g., York, Lehman in New York City), or trade schools that have little academic pretensions and offer training for careers in law enforcement, medical technology, media arts, hotel services, and the like? The MALAG should clarify its model of a college and what is to be expected from a college education.

The colleges we visited seem to have elements of all these visions and this complicates our assessment of their sociology and anthropology programs. The trend to offer applied specialties, that was noted with respect to the universities, is far more advanced at the colleges. If a trade school is the college "model" then the institutions are doing very well, but it is then problematic for these departments to offer degrees in sociology and anthropology. At best, the college programs we examined are comparable to community colleges in the US that offer academic programs of modest quality.

2) Our impression is that the prior preparation of students at these schools is weak. While some students, especially in the Galilee, choose to attend a local college because of the distance to a university, our assessment is that many of them would not be accepted by a university department of sociology and anthropology.

At one institution the view was expressed that while marginal students are accepted, the college invests time and resources in them so that at graduation they are as accomplished as graduates of the universities. We cannot evaluate this claim, though it is the case that a few students have gone on to graduate study at a university. Also stressed is the fact that

many of the students come from underprivileged backgrounds and that the quality of the high schools in their neighborhoods is weak.

The Committee is sympathetic to these concerns and applauds the provision of opportunity for higher education to students from financially and academically poor backgrounds. At the same time we question whether the quality of the study programs at the colleges compares with those at the universities.

3) Related to this matter, we were concerned that the failure rate from the programs is very low. This raises the possibility that weak students are sometimes kept in the program because of the financial resources they bring to the institution.

4) An issue of importance concerns the large extent to which teaching at the colleges is carried out by adjunct faculty and by retirees from the universities. For a quality program and for curriculum continuity, the Committee believes that the core faculty at a college must consist of permanent staff who have a long term commitment to the institution.

5) We were told that the criteria for promotion to associate and full professor at the colleges are comparable to the criteria used by the universities, in terms of research and publication requirements. This does not seem reasonable given that the job demands at the colleges are formulated in terms of teaching rather than research. The Committee therefore recommends that the reward criteria be brought into line with the job responsibilities, and that teaching evaluations be the principal criteria for promotion.

6) Both of the institutions we visited indicated a desire to institute MA programs in particular subfields. However, the Committee is of the opinion that the college departments lack the academic quality to support graduate programs. There is the further issue of the implications for the university departments if the colleges are permitted to offer graduate study. Yet, there is the following problem: the colleges are probably the better setting for applied programs, but the university departments would be weakened by the reduction in enrollment. This is part of the matter of rationalizing the responsibilities of colleges and universities, and the MALAG will have to consider how best to differentiate between the prerogatives and responsibilities of colleges and universities.

Signed by:



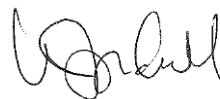
Prof. Seymour Spilerman,
Chair



Prof. Arne Kalleberg



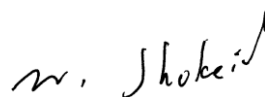
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Prof. Leslie McCall



Prof. Yitzhak Samuel



Prof. Moshe Shokeid



Prof. Florencia Torche

Appendix 1: Letter of Appointment



February, 2012

שר החינוך
Minister of Education
وزير التربية والتعليم

Prof. Seymour Spilerman
Department of Sociology
Columbia University
USA

Dear Professor Spilerman,

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

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

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

It is with great pleasure that I hereby appoint you to serve as Chair of the Council for Higher Education's Committee for the Evaluation of Sociology - Anthropology Studies.

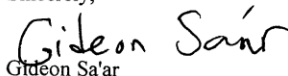
The composition of the Committee will be as follows: Prof. Seymour Spilerman (Chair), Prof. Arne Kalleberg, Prof. Herbert Lewis, Prof. Leslie McCall, Prof. Yitzhak Samuel Prof. Moshe Shokeid and Prof. Florencia Torche.

Ms. Yael Franks will coordinate the Committee's activities.

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

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

Sincerely,



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

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Michal Neumann, The Quality Assessment Division
Ms. Yael Franks, Committee Coordinator

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