

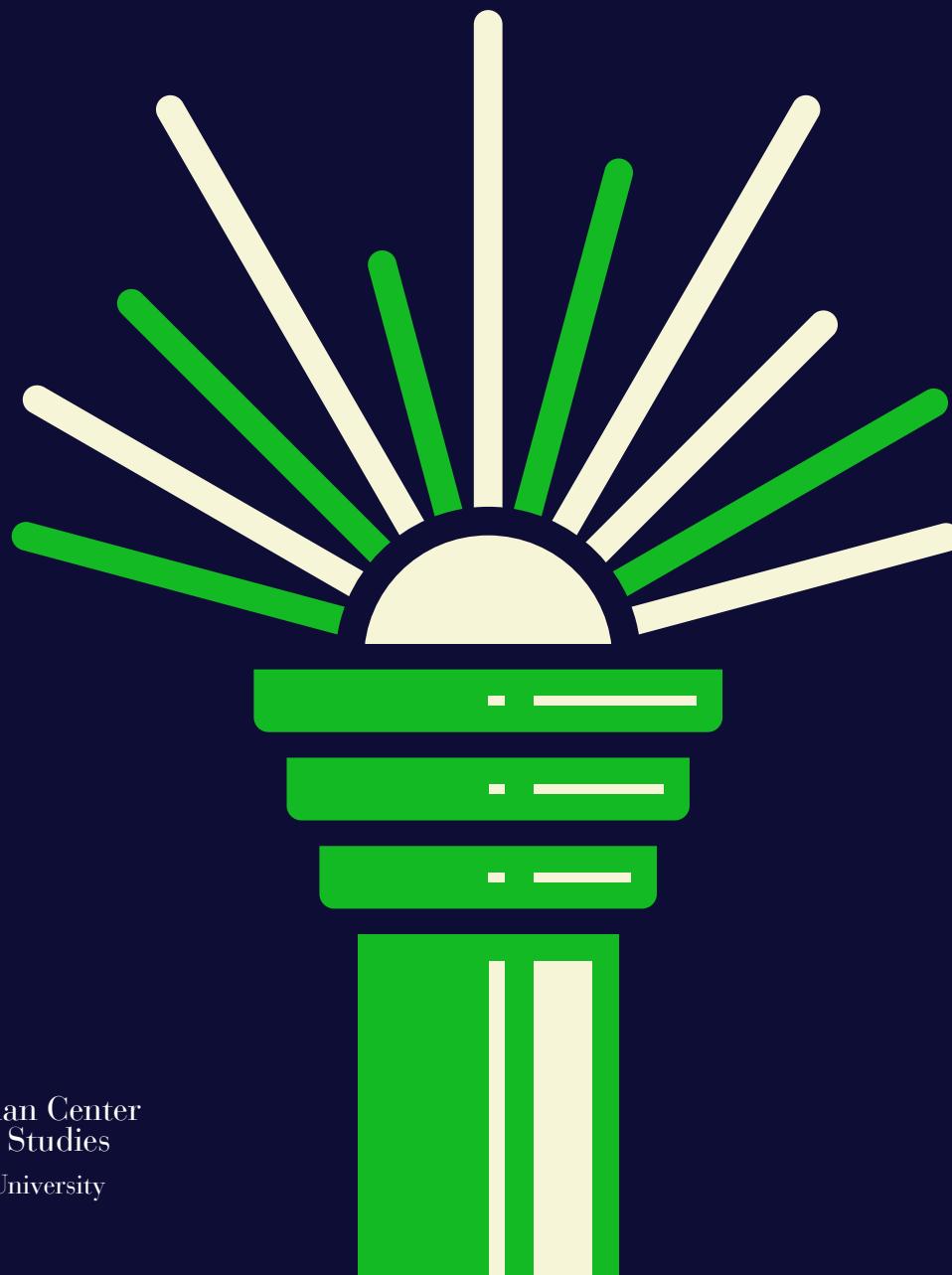
Brandeis University

Maurice and Marilyn Cohen Center for Modern Jewish Studies

Summer Institute for Israel Studies

Thirteen Years of Influence: 2004-2016

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Maurice and Marilyn Cohen Center for Modern Jewish Studies

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The Cohen Center for Modern Jewish Studies (CMJS), founded in 1980, is dedicated to providing independent, high-quality research on issues related to contemporary Jewish life.

The Cohen Center is also the home of the Steinhardt Social Research Institute (SSRI). Established in 2005, SSRI uses innovative research methods to collect and analyze sociodemographic data on the Jewish community.

Introduction

The field of Israel Studies—the academic study of the history, politics, culture and society of the modern State of Israel—has grown tremendously since the turn of the 21st century. Like Jewish Studies in the 20th century (Ritterband & Wechsler, 1994), the field of Israel Studies has undergone a “normalization” process. By 2012, there were 12 centers and institutes, 11 programs and 21 chairs, professorships and lectureships in Israel Studies at institutions of higher learning around the world (Kotzin & Rekhess, 2013). There have also been tremendous increases in the number of courses about Israel taught at U.S. colleges and universities between 2005-06 and 2012-13 (Koren, Aronson, & Saxe, 2013). Of particular note, many of these courses focused on aspects of Israel beyond the Israeli-Palestinian conflict (Koren, Aronson, & Saxe, 2013).

Some of this growth in the field of Israel Studies can be attributed to American Jewish philanthropists, who began to invest in raising the quality and profile of Israel Studies as an academic discipline starting in the early 2000s, partly as a response to the Second Intifada (Koren, Saxes, & Flesich, 2016). The Summer Institute for Israel Studies (SIIS) organized by the Schusterman Center for Israel Studies at Brandeis University was one major outgrowth of this investment (Koren, Saxes, & Flesich, 2016). The goal of SIIS is simple: to enable college and university faculty to teach high quality courses in Israel Studies at their home institutions. Each year since 2004, SIIS has funded a group of around 20 faculty (SIIS “Fellows”) and brought them to Brandeis University for a two-week seminar, where they learn from distinguished Israel Studies scholars and design courses for their home universities. It continues with a 10-day study tour of Israel, where the SIIS Fellows meet with leading figures in Israeli public life, the academy and the arts. At the end of the program, SIIS Fellows can access the Schusterman Center’s “Israel Studies Resource Site” as well as a listserv, webinars and conferences designed for the SIIS Fellows. These experiences aim to create a community of scholars and equip SIIS Fellows with the tools necessary to engage in high quality teaching about Israel.

Summer 2016 was SIIS’s “*bar mitzva*h year.” A thirteenth cohort of 20 scholars participated in SIIS, bringing the total number of SIIS Fellows to 269. As SIIS reached this milestone year, what do we know about the long-term impact of the program on the teaching of Israel Studies on college campuses? Are SIIS Fellows teaching more courses about Israel, with a greater level of sophistication? Furthermore, are SIIS Fellows conducting research and creating materials that might be used in Israel Studies courses? Since its inception, SIIS has been the subject of an independent program of research and evaluation (Koren, 2004; Koren, 2005; Koren, 2006; Koren, 2007; Koren, 2008; Koren, 2017; Koren, Aronson, & Saxe, 2013; Koren & Boxer, 2009; Koren & Boxer, 2011; Koren, Boxer, & Samuel, 2012; Koren & Fishman, 2015; Koren & Fleisch, 2013; Koren & Fleisch, 2014; Koren, Saxe, & Fleisch, 2016). Broadly, the evaluation has found that participation in SIIS successfully prepared faculty to teach about Israel, and SIIS Fellows taught 134 courses about Israel in the 2015-16 academic year (Koren, 2017). In addition, some SIIS Fellows have become active contributors to Israel Studies scholarship and to the discourse about Israel on their campuses (Koren, 2017).

The present study examines all these areas of impact. It begins with a methodological overview of the 2017 survey of SIIS Fellows. It then goes on to describe the current academic and professional positions SIIS Fellows hold, including key characteristics of the colleges and universities where they

teach. Next, it examines the number and characteristics of the Israel courses they taught in the 2016-17 academic year. It then turns its attention to the research and publishing activities of the SIIS Fellows before assessing their use of Schusterman Center resources and their subjective impressions of the impact of their SIIS experiences. The discussion section summarizes the findings and discusses the future of the evaluation.

Methods

In order to assess the impact of SIIS, researchers at the Cohen Center for Modern Jewish Studies have been conducting an ongoing, longitudinal study of the careers of SIIS Fellows. The longitudinal study began in 2005 when data were collected from the first cohort of SIIS Fellows about their course offerings and other professional pursuits in the academic year following their SIIS experience (Koren, 2005). Since 2005 (SIIS's second year), surveys of the SIIS Fellows have been conducted annually, with each successive cohort surveyed for the first time in the spring of the academic year following their SIIS experience. This report is based on the 2017 survey of SIIS Fellows, the 13th in the series. Data were gathered on SIIS Fellows from the 2004 through 2016 cohorts.

Survey content

The 2017 survey of SIIS Fellows collected information about the fellow's current academic or professional positions, the courses they taught in the 2016-17 academic year, their work with students outside the classroom, their research and publications and their use of SIIS resources. As part of the study, publicly available data was collected about each institution where an SIIS Fellow had an academic position. The data included geographic location, student body size, private/public status, academic ranking and the size of the undergraduate Jewish student population.

Survey administration

The survey was conducted online. Email invitations with unique survey links were sent to the 2005-2016 SIIS Fellows on May 2, 2017.¹ Email reminders were sent to all survey nonrespondents on May 5, May 16 and May 23. Schusterman Center staff members also encouraged Fellows to complete the survey by posting to the SIIS listserv (siis@lists.brandeis.edu).² Between June 5 and 9, each survey nonrespondent received a phone call reminding him or her to complete the survey. A final email reminder was sent to all survey nonrespondents on June 30, and the survey was closed on August 16, 2017.

Response rates and gathering additional information

At the time of the Spring 2017 survey, there were a total of 269 SIIS Fellows. Of these, 65% responded to the Spring 2017 survey (AAPOR RR2). The response rate was 72% for those currently in academic positions at colleges or universities, compared to 44% for those not currently in such positions (e.g., retired or working outside of academia—see page 6 for details). Response rates were higher for more recent cohorts, and all of the Summer 2016 Fellows responded to the survey (Table 1).

¹ 3 SIIS Fellows who had refused the survey in the past were not invited to participate again.

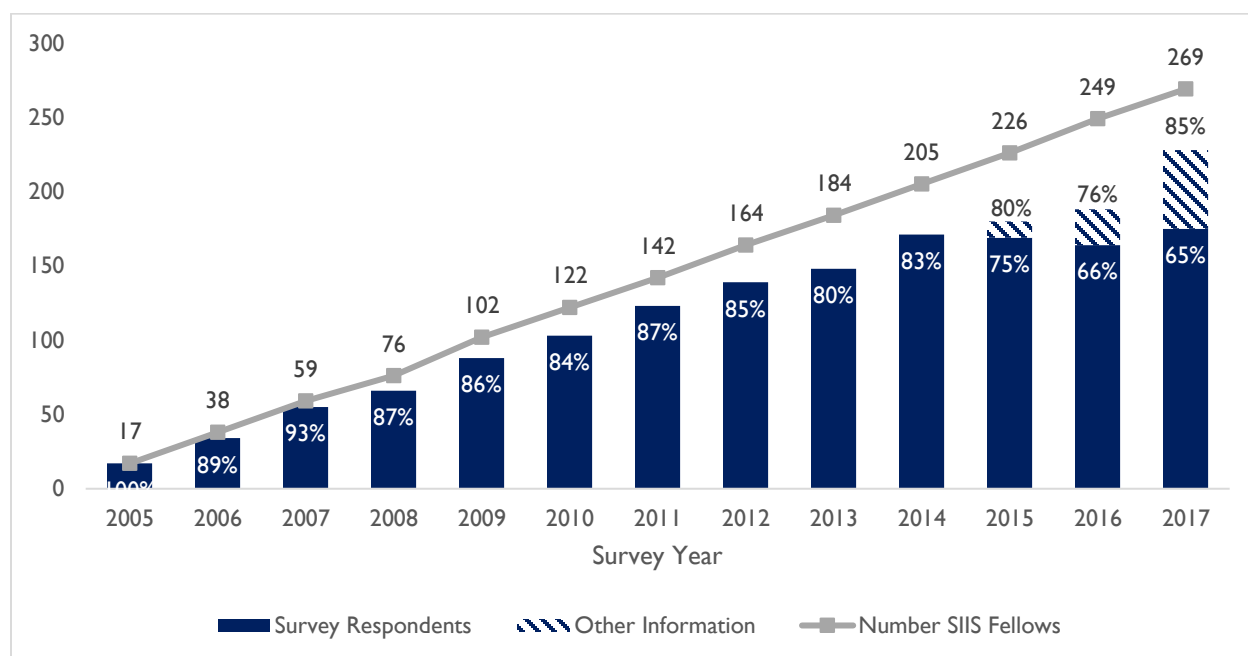
² Posts were from Dr. Rachel Fish (May 3), Prof. David Ellenson (May 15) and Ms. Anina Selve (May 23).

Table 1. Response Rate to Spring 2017 SIIS Survey, by SIIS Cohort

SIIS cohort	Number in cohort	Number responding	Response rate
2004	17	12	71%
2005	21	9	43%
2006	21	12	57%
2007	17	10	59%
2008	26	15	58%
2009	20	9	45%
2010	20	15	75%
2011	22	12	55%
2012	20	16	80%
2013	21	12	57%
2014	21	18	86%
2015	23	15	65%
2016	20	20	100%
All Cohorts	269	175	65%

Response rates to the annual survey of SIIS Fellows have been declining steadily since the first survey in 2005 (Figure 1). This decline may be related to the Fellows' increasing distance from the SIIS experience, or perhaps to the overall decline in survey response rates in the United States in recent decades (National Research Council, 2013). In 2015, the proportion of SIIS Fellows who responded to the survey dropped below 80% for the first time. In response, Koren and Fishman (2015) gathered additional information about courses taught by SIIS Fellows through online searches and direct communication by email or phone. This method was repeated in 2016 (Koren, 2017) and again in 2017.

Figure 1. SIIS survey response rates, by year



Interpreting results

It was not possible to gather additional information about courses taught in 2016-17 by all SIIS Fellows who did not respond to the survey. Many universities, especially those outside the United States, do not make their course catalogues publicly available online, and departmental administrators were sometime unwilling or unable to provide accurate information over the phone. Thus, for the activity of SIIS Fellows in the 2016-17 academic year the following estimates should be considered *minimum estimates*:

- Number and proportion of SIIS Fellows in **academic positions** at colleges or universities
- Number and proportion of SIIS Fellows **teaching any college or university courses** in the 2016-17 academic year that dealt specifically with Israel for the bulk of class time
- Number of **college or university courses** taught by SIIS Fellows in the 2016-17 academic year that dealt specifically with Israel for the bulk of class time
- Number of **students enrolled in college or university courses** taught by SIIS Fellows in the 2016-17 academic year that dealt specifically with Israel for the bulk of class time

At the same time, based on the additional information gathered through online searches and direct communication, it seems that SIIS Fellows who responded to the survey were more active in the teaching of Israel than SIIS Fellows who did not respond. SIIS Fellows who responded were more likely than other SIIS Fellows to be in an academic position at a college or university (91%, vs. 76% of nonrespondents) and to have taught a course about Israel in the 2016-17 academic year (39%, vs. 11% of nonrespondents). Thus, all other estimates in the report—e.g, the proportion of SIIS Fellows who worked with students in an academic capacity beyond the classroom or published original scholarly work related to Israel—likely *overestimate* the activity of SIIS Fellows as a whole. An increase in response rates could reduce this nonresponse bias in future years.

Academic Positions

SIIS is intended for college and university faculty. As of Spring 2017, at least 82% of SIIS Fellows were in academic positions at colleges or universities (Table 2).

Table 2. Professional Positions of SIIS Fellows

	Number	Proportion
In an academic position at a college or university	221	82%
Retired or Emeritus at a college or university	12	4%
Working outside of academia	20	7%
Not working	3	1%
Passed away	1	0%
No information available	12	4%
Total	269	100%

Source: 2017 survey and additional information gathered through online searches and direct communication.

Colleges and Universities

SIIS Fellows teach in a wide array of colleges and universities in the United States and across the world. The vast majority of the colleges and universities are in the United States; of those, one third are located in the Northeast. SIIS Fellows' U.S. colleges and universities are split roughly evenly between small, medium and large institutions, and about one quarter are ranked among the top 100 colleges and universities in the United States.

Geographic diversity

The 221 SIIS Fellows with academic positions were spread across 131 colleges and universities in the United States, 7 in Canada and 30 others across Asia, Europe and South America. Within the United States, the SIIS Fellows' colleges and universities were in 38 states and in Washington, DC (Figure 2), with a concentration in the Northeast and South (Table 3). For a list of all 168 colleges and universities and their locations, see Appendix A.

Figure 2. Locations of SIIS Fellows' Colleges and Universities' (U.S. only)

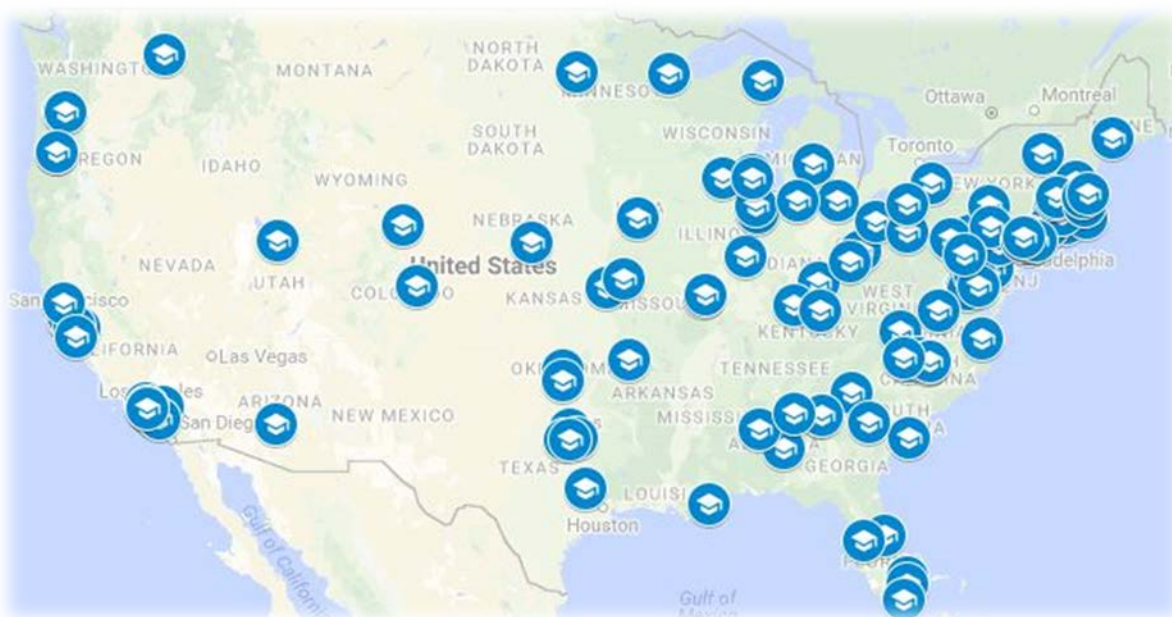


Table 3. Census region of SIIS Fellows' Colleges and Universities' (U.S. only)

	Number	Proportion
Northeast	43	33%
Midwest	23	18%
South	39	30%
Pacific	25	19%
Total	130	100%

Excludes Hebrew Union College - Jewish Institute of Religion, which has 3 separate U.S. locations.

Size

In the United States, SIIS Fellows have academic positions at small, private liberal arts colleges with fewer than 2,000 undergraduates (e.g., Claremont McKenna College, Colby College) and at large, public universities with upwards of 50,000 undergraduates (e.g., Texas A&M University, University of Central Florida). Overall, the U.S. colleges and universities at which SIIS Fellows teach are fairly evenly divided between small, medium and large intuitions (Table 4).

Table 4. Size of SIIS Fellows' Colleges and Universities' (U.S. only)

	Number	Proportion
Small (<5,000 undergraduates)	37	28%
Medium (5,000-15,000 undergraduates)	44	34%
Large (>15,000 undergraduates)	49	38%
Total	130	100%

Source: 2017 survey and additional information gathered through online searches and direct communication. Excludes the National Defense University, which only grants master's degrees.

Ranking

SIIS Fellows teach at 5 of the top 10 U.S. colleges and universities, as well as in a wide variety of other academic institutions (Table 5). SIIS Fellows also have positions at several seminaries (e.g., Hebrew Union College) and military academies (e.g., United States Air Force Academy), which are not ranked.

Table 5. Wall Street Journal/Times Higher Education 2018 Ranking of SIIS Fellows' Colleges and Universities' (U.S. only)

	Number	Proportion
Top 10	5	4%
Top 50	13	10%
Top 100	16	12%
#101-500	52	40%
>#501	31	24%
Not ranked	14	11%
Total	131	100%

Source: 2017 survey and additional information gathered through online searches and direct communication. Methodological details for the Wall Street Journal/Times Higher Education 2018 college rankings are available at <https://www.timeshighereducation.com/wall-street-journaltimes-higher-education-college-rankings-2018-methodology>

Jewish undergraduate population

SIIS Fellows' colleges and universities vary tremendously in terms of the estimated proportion of undergraduates who are Jewish (Table 6). At some of the institutions, nearly 30% or more of the undergraduates are Jewish students (e.g., University of Hartford, Tulane University), while other institutions have very few Jewish undergraduates (e.g., University of Kentucky, St. Louis University).

Table 6. Proportion Undergraduates Who Are Jewish at SIIS Fellows' Colleges and Universities' (U.S. only)

	Number	Proportion
<1% Jewish or unknown	47	36%
1%-<5% Jewish	25	19%
5%-<10% Jewish	27	21%
10% Jewish or more	32	24%
Total	131	100%

Source: 2017 survey and additional information gathered through online searches and direct communication. Number of Jewish undergraduates taken from Hillel website <http://www.hillel.org/college-guide>

Courses

Previous research in the field of Israel Studies has differentiated between “Israel-focused” courses dealing exclusively with modern Israel and “Israel-related” courses with perhaps a single unit about Israel (Koren, Aronson, & Saxe, 2013). As with previous reports evaluating the impact of SIIS (e.g., Koren, 2015; Koren, 2017), this report deals with Israel-focused courses only.

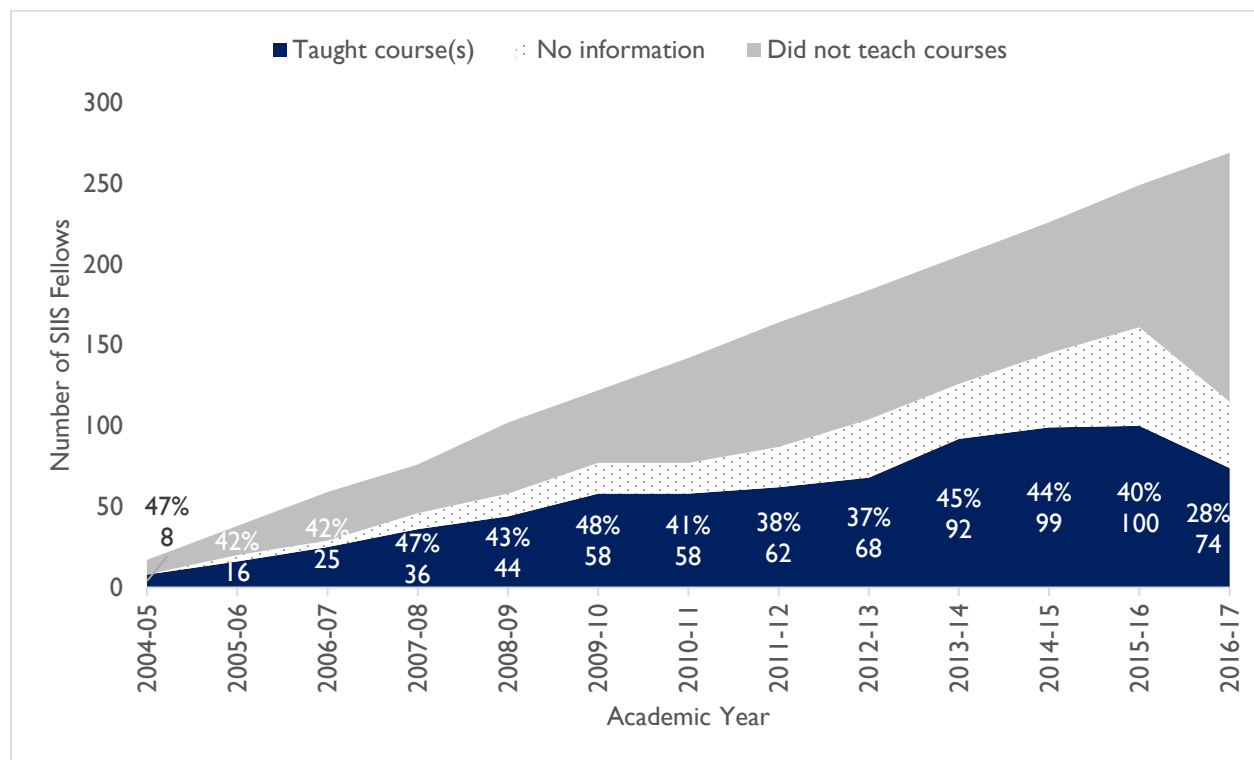
Just over one quarter of SIIS Fellows taught an academic course with a focus on Israel in the 2016-17 academic year. The total number of courses taught during this time period was 111, reaching an estimated 2,620 students. These figures represent a substantial decrease in courses taught and students reached compared to the prior three academic years.

Number and reach of courses

In the 2016-17 academic year, at least 74 SIIS Fellows (28% of all SIIS Fellows) taught any college or university courses that dealt specifically with Israel for the bulk of class time. The proportion of SIIS Fellows who taught such courses is substantially lower than in any previous year (Figure 3).

Possible explanations for this finding are addressed in the discussion section (page 19).

Figure 3. Number and proportion of SIIS Fellows teaching courses about Israel, by academic year



Source: 2017 survey and additional information gathered through online searches and direct communication.

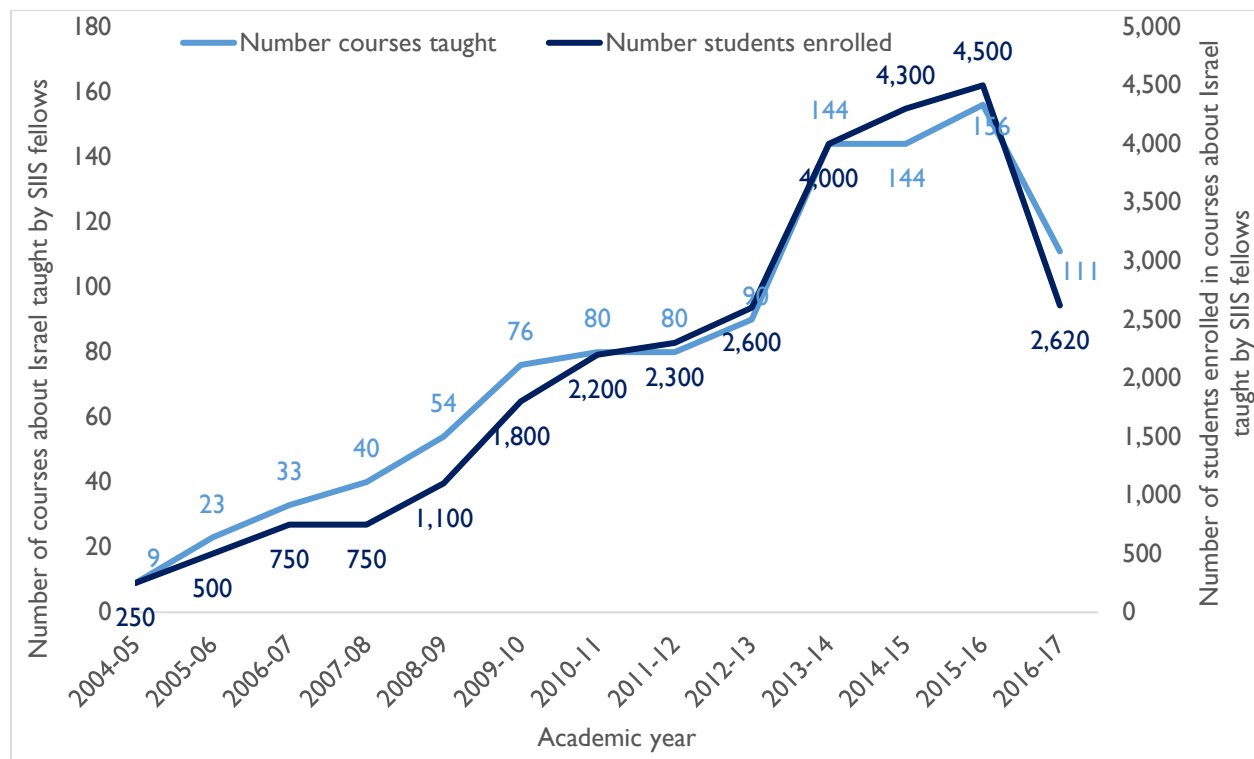
Data for previous academic years taken from Koren (2017).

Fifty-four Fellows taught a single course about Israel, while others taught multiple courses. In total, 111 courses about Israel were taught by these 74 Fellows. These courses reached an estimated 2,620

students.³ This brings the total number of courses about Israel taught by SIIS Fellows since 2004 to 1,040, and the total number of students enrolled to 27,670. As noted above (p. 5), these are minimum estimates. It is possible that some of the 41 SIIS Fellows for whom no information is available also taught courses about Israel.

In 2016-17, the number of courses taught and the number of students enrolled decreased substantially compared to the prior three academic years (Figure 4). A careful perusal of the data indicate that more than 50 SIIS Fellows who taught about Israel in the previous three academic years did *not* teach about Israel in 2016-17. Most of these Fellows did not retire or leave academia; they simply did not teach about Israel.

Figure 4. Number of courses about Israel taught by SIIS fellows and number of student enrolled in these courses, by academic year



Source: 2017 survey and additional information gathered through online searches and direct communication. Data for previous academic years taken from Koren (2017).

Course characteristics

The majority of the courses were offered to undergraduates only (Table 7). Courses were offered by a variety of academic departments, including Jewish Studies, History, Religion and Political Science/Government (Figure 5). Many (73%) of the courses were also cross-listed in one or more other departments. Jewish Studies departments offered and cross-listed more courses than any other type of department.

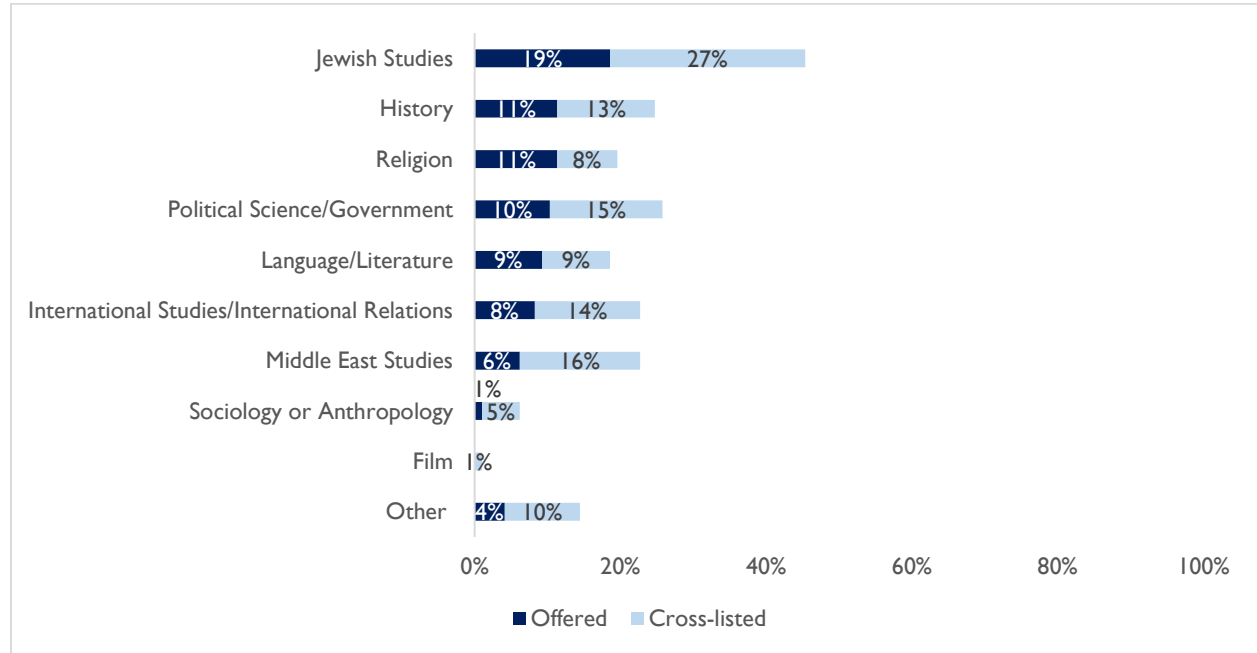
³ Student enrollment was reported on the 2017 survey for 95 courses. Total enrollment for these 95 courses was 2,236, with an average enrollment of 24 students per class. Estimate assumes the average of 24 students in each of the 16 classes for which enrollment was not reported.

Table 7. Course levels

Students taking courses	Proportion
Only undergraduates	63%
Both undergraduates and graduate students	15%
Only graduate students	22%
Total	100%

Source: 2017 survey.

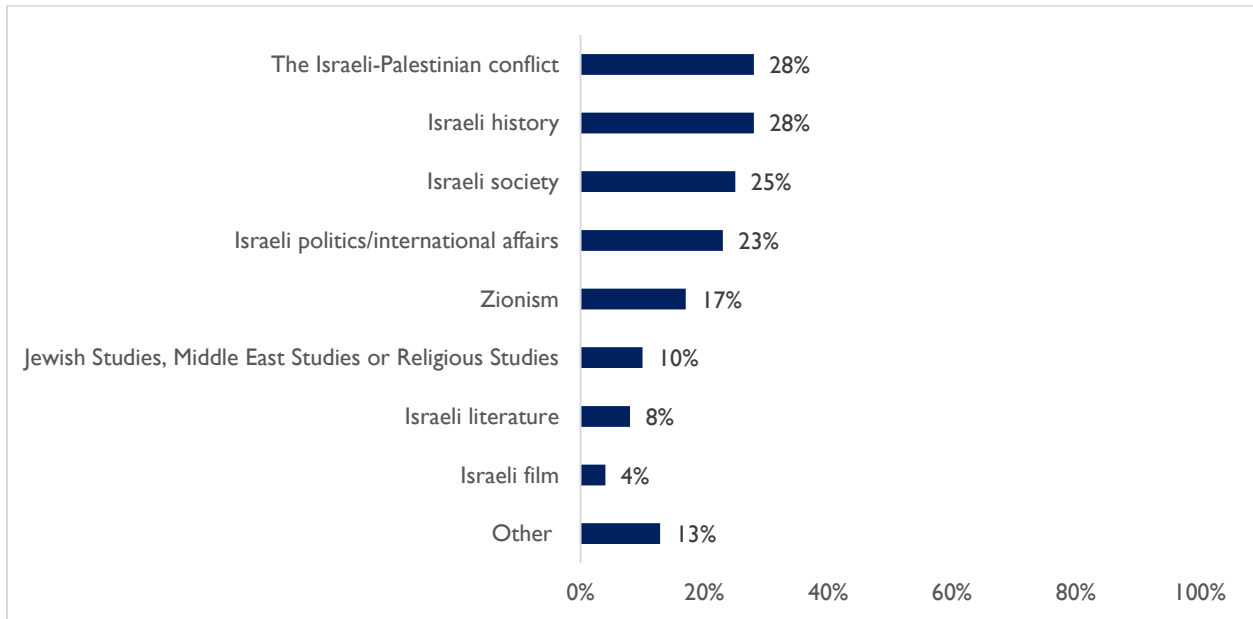
Figure 5. Departments offering and cross-listing courses



Source: 2017 survey.

The Israeli-Palestinian conflict and Israeli history more generally were the most frequent foci of courses (Figure 6). At the same time, no single area of focus dominated the courses, with foci ranging from literature and film to politics and international affairs.

Figure 6. Courses' central area(s) of focus



Source: 2017 survey.

Each course has up to 2 central areas of focus.

About one quarter (27%) of the courses were taught for the first time by the instructor, on par with previous years (Koren, 2017).

Other academic work with students

About one quarter (26%) of SIIS Fellows reported that they work with students on Israel-related academic work beyond the classroom, serving as academic advisors, thesis advisors, dissertation committee members and so forth.

On the Quad

About half (51%) of SIIS Fellows reported that they participated in some type of activity related to Israel on their campus but outside the classroom. These included advising student groups and participating in lectures, panel or roundtable discussions, film screenings and guest artist visits.

Research and Publishing

Commensurate with their academic positions, SIIS Fellows are active scholars and frequent participants in academic conferences. In the year preceding the survey, 22% of SIIS Fellows presented original research related to Israel or had other roles related to Israel at academic conferences, and 25% published original scholarly work related to Israel.

Academic conferences

About three-quarters (74%) of SIIS Fellows are members of at least one academic organization. This includes 56% who are members of the Association for Israel Studies (Table 8). Half (49%) of SIIS Fellows attended an academic conference in the year before completing the survey, including 20% who attended the Association for Israel Studies 32nd Annual Conference in Jerusalem in June 2016. Twenty-two percent of SIIS Fellows either presented original research related to Israel, served as discussants or chairs on panels related to Israel or had other roles related to Israel (e.g., involvement in discussions about BDS) at academic conferences.

Table 8. Proportion SIIS Fellows Who Are Members of Academic Organizations

Academic Organization	Proportion Members
AIS (Association for Israel Studies)	56%
AJS (Association for Jewish Studies)	47%
MESA (Middle East Studies Association)	6%
Other academic organization(s)	38%

Source: 2017 survey.

Categories are not mutually exclusive.

Publications

In the year before completing the survey, 25% of SIIS Fellows published original scholarly work related to Israel (i.e., books, book chapters or articles in peer-reviewed journals), and another 10% had other publications related to Israel (e.g., book reviews, blog posts). The books covered topics including the Israeli-Palestinian conflict as well as other aspects of Israel society, history and culture (Table 9).

Table 9. Books Published by SIIS Fellows in 2016-17

Title	Author(s)/Editor	Language
Politics in Israel: Governing a Complex Society	Sasley & Waller	English
Remembrance and Forgetting in Israeli Contemporary Literature	Blackmer	English
The Trial That Never Ends: Hannah Arendt's 'Eichmann in Jerusalem' in Retrospect	Golsan	English
Peacemaking from Above, Peace from Below	Ripsman	English
Dreams Deferred. A Concise Guide to the Israeli-Palestinian Conflict and the Movement to Boycott Israel	Nelson	English
In the Shadow of Moses: New Jewish Movements in Africa and the Diaspora	Miles (ed.)	English
Battering States: The Politics of Domestic Violence in Israel	Adelman	English
Studies on Relations between Israel and American Jewry	Yang Yang	Chinese

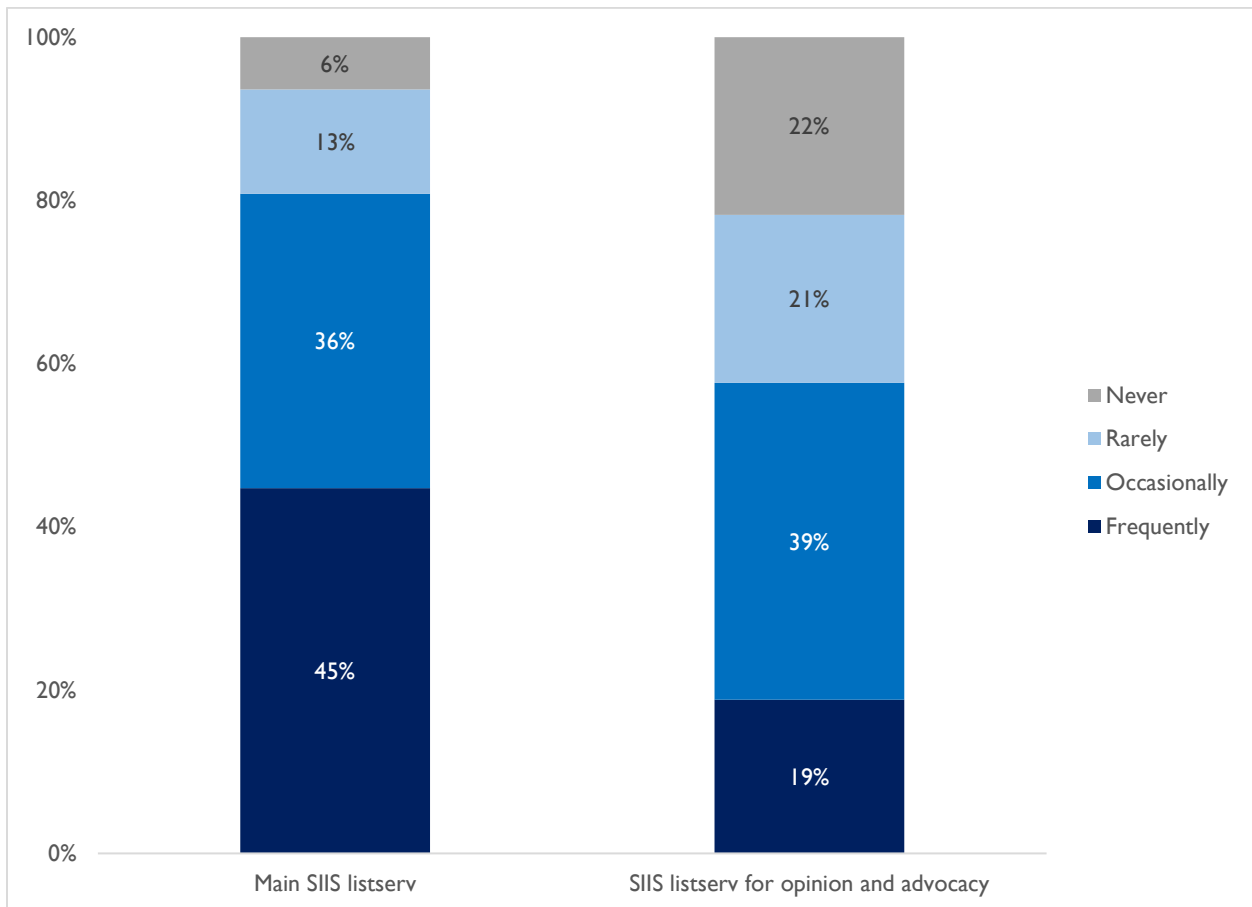
The Impact of SIIS

A lingering question is the extent to which the SIIS experience contributed to SIIS Fellows’ teaching and publishing about Israel. Although it is impossible to know for certain what trajectories the SIIS Fellows would have taken without SIIS, the SIIS Fellows themselves report using Schusterman Center resources, and the majority believe that their participation in SIIS affected them as teachers, scholars and/or community members.

Using Schusterman Center resources

The Schusterman Center for Israel Studies hosts two listservs for SIIS Fellows, a main listserv intended as an online community for Israel Studies scholars and a secondary listserv intended for Israel-related opinion and advocacy. The majority of SIIS Fellows reported using each SIIS listserv at least “occasionally,” and 45% used the main SIIS listserv “frequently” (Figure 7).

Figure 7. Frequency of using the SIIS listservs



Source: 2017 survey.

In February 2017, the Schusterman Center announced its new Israel Studies Resource Site (israelresources.brandeis.edu). At the time of the survey at the end of the 2016-17 academic year, almost half (48%) of SIIS Fellows reported they had used resources from the site. Of those who used the site, the majority found it very useful (Table 10). Of those who had not, the majority said it was at least “somewhat likely” that they would use the site in the future (Table 11). Overall, 88%

either used the site and found it at least somewhat useful, or say it is at least somewhat likely they will use the site in the future.

Table 10. Usefulness of *israelresources.brandeis.edu* (if used resources)

	Number	Proportion
Not at all useful	0	0%
Not very useful	2	2%
Somewhat useful	27	33%
Very useful	53	65%
Total	82	100%

Source: 2017 survey.

Table 11. Likelihood of using *israelresources.brandeis.edu* in the future (if did not use resources)

	Number	Proportion
Not at all likely	9	11%
Not very likely	8	10%
Somewhat likely	41	50%
Very likely	23	28%
Total	81	99%

Source: 2017 survey.

Finally, the Schusterman Center offered three webinars for SIIS Fellows in the 2016- 17 academic year:

- Orit Rozin, A Home for All Jews (September 21, 2016)
- Brent Sasley and Hal Waller, Politics in Israel: Governing a Complex Society (November 1, 2016)
- Abigail Jacobson and Moshe Naor, Oriental Neighbors: Middle Eastern Jews and Arabs in Mandatory Palestine (February 14, 2017)

Fourteen percent (N=25) of SIIS Fellows reported participating in at least one of these webinars, and 4 SIIS Fellows participated in two. When asked what topics they would like to have covered in future Schusterman Center webinars, responses ranged widely, including contemporary politics and policy, history, literature and pedagogy.

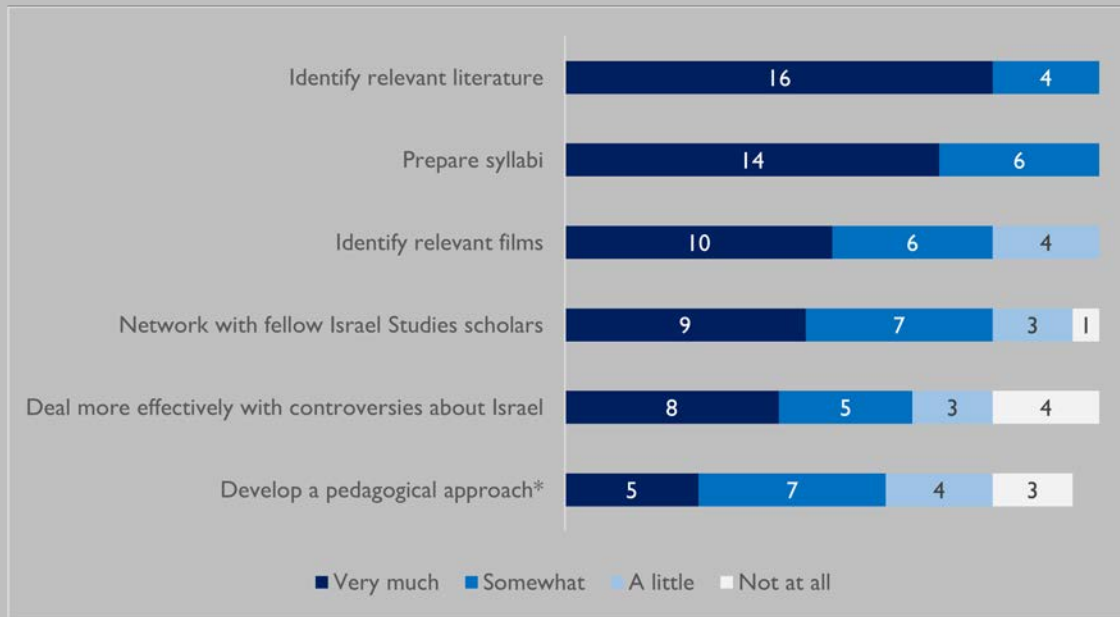
SIIS Fellows were asked what SIIS can do going forward to assist them in teaching about Israel. Most responses reiterated the value of the resource materials already available on *israelresources.brandeis.edu*, especially the syllabi. Two SIIS Fellows requested access to Israeli film clips for use in the classroom. The other requests that appeared several times were:

- Assistance in recruiting and financing speakers and guest lecturers on Israel-related topics to come to SIIS Fellows' campuses, and
- Continued opportunities for face-to-face interactions with other Israel Studies scholars through conferences and workshops, with available travel stipends.

Reflections of Summer 2016 SIIS Fellows

The 20 Summer 2016 SIIS Fellows were asked how helpful SIIS was in a number of areas. They reported that SIIS was most helpful in its core missions, helping SIIS Fellows to identify literature and prepare syllabi (Figure 8 **Error! Reference source not found.**).

Figure 8. Extent to which SIIS helped... (Summer 2016 SIIS Fellows, number of Fellows)

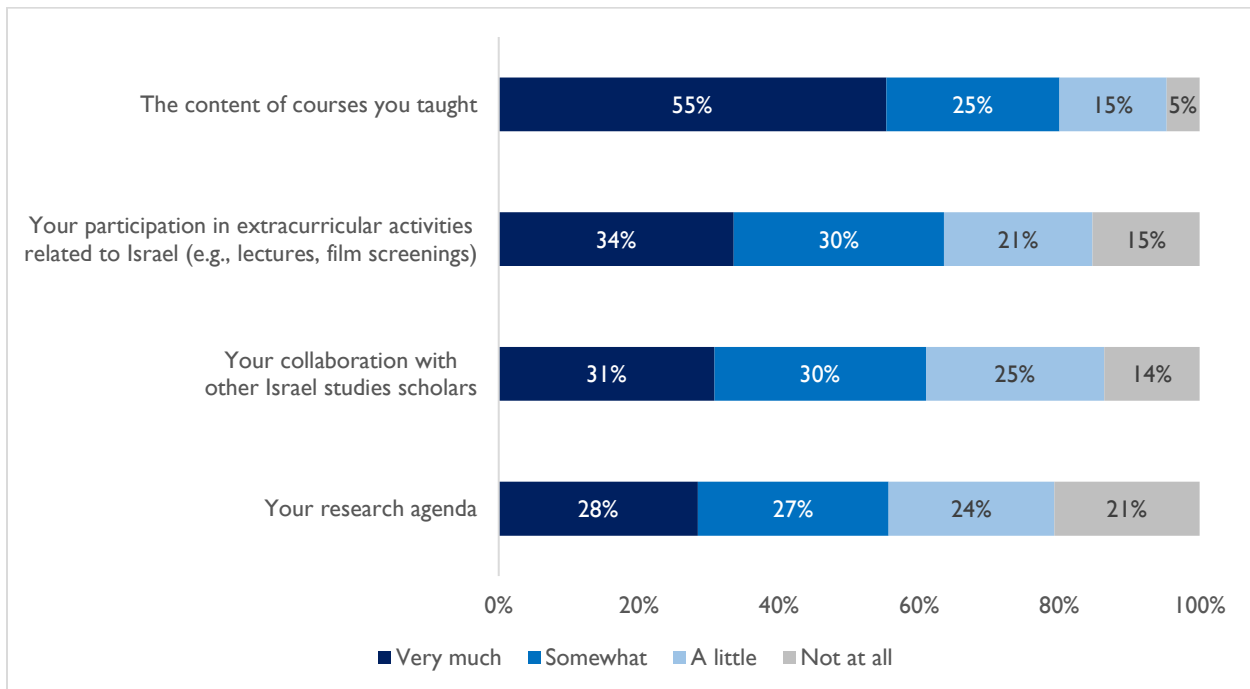


Source: 2017 survey. * One response missing.

SIIS Fellows assess impact

At the end of the survey, SIIS Fellows from all cohorts were asked to what extent their participation in SIIS affected them as teachers, scholars and community members. The majority said that SIIS “very much” affected the content of the courses they taught (Figure 9). Furthermore, the majority said that SIIS at least “somewhat” affected their participation in extracurricular activities related to Israel, their collaboration with other Israel studies scholars and their research agenda.

Figure 9. Extent to which participation in SIIS affected...



Source: 2017 survey.

SIIS Fellows were also asked in an open-ended question if there was any other way that their participation in SIIS affected their professional or scholarly pursuits. Most responses reiterated the four areas of impact listed in Figure 9: course content, participation in extracurricular activities, academic collaboration and research agenda. A number of SIIS Fellows also mentioned being inspired to advance the field of Israel Studies by encouraging the teaching of Israel Studies courses. More generally, SIIS Fellows cited a “broadening of knowledge” and enhanced understanding of multiple perspectives on Israel and the Israeli-Palestinian conflict. The vast majority of the comments were very positive:

“My participation in SIIS was a major event in my academic career. The impact of the seminar is long term...in the last year, I have re-read everything we read for the seminar and my next book project is going to feature the knowledge I have gained. I am really very grateful for the opportunity to learn from experts at Brandeis and in Israel.” (2016 SIIS Fellow)

“It connected me to other scholars in the field in a way that would be impossible without SIIS. It allowed me to see, learn, experience and discuss things that would be impossible to do alone in such a short time period and in such an effective way.” (2014 SIIS Fellow)

“SIIS is really vital: just having access to the wide range of material, seminars, webinars and conferences, and the support offered to assist in attending these, is really crucial for helping me to feel part of the Israel Studies world.” (2010 Fellow)

Thus, most SIIS Fellows believe that their participation in SIIS affected them as teachers, scholars and/or community members.

Discussion

From its inception in 2004 through Summer 2016, SIIS trained 269 college and university faculty members. Another 22 SIIS Fellows participated in Summer 2017, bringing the total to 291. This report, the 13th in an ongoing, longitudinal study of the trajectories of the SIIS Fellows, has documented their continuing impact on the teaching of Israel on college campuses.

SIIS Fellows are in academic positions at more than 100 colleges and universities in the United States and across the world, ranging from small, private liberal arts colleges to large, public universities to religious seminaries and military academies. In the 2016-17 academic year, SIIS Fellows taught 111 college or university courses that dealt specifically with Israel for the bulk of class time, reaching an estimated 2,620 students. Since 2004, SIIS Fellows have taught 1,040 courses about Israel, reaching an estimated 27,670 students.

SIIS Fellows' contributions to the field of Israel Studies go beyond teaching. Many Fellows have published original scholarly work, including at least eight books in the 2016-17 academic year alone. These publications improve the teaching of Israel Studies at institutions throughout the world. Thus, the SIIS Fellows and their courses have contributed to the growth and “normalization” of Israel Studies as an academic discipline through both teaching and scholarship. Furthermore, by advising student groups and participating in campus lectures, panel or roundtable discussions, film screenings and guest artist visits related to Israel, they have elevated discourse about Israel on campus beyond the classroom.

According to the SIIS Fellows, the Schusterman Center has contributed tremendously to their work in the field of Israel Studies. The majority say that the SIIS experience “very much” affected the content of the courses they teach. Furthermore, most use the main SIIS listserv at least occasionally, and most have either used the Israel Studies Resource Site (israelresources.brandeis.edu) and found it useful or plan use the site in the future. These findings point to success for SIIS.

At the same time, the number of Israel courses taught and the number of students enrolled decreased substantially in 2016-17 compared to the prior three academic years. More than half of SIIS Fellows did not teach any courses about Israel in 2016-17. Of course, one year does not constitute a trend. Nevertheless, there are several possible explanations for what might be a trend, each of which may be contributing to the declining number of Israel Studies courses taught by SIIS Fellows in 2016-17:

- Interest in the humanities in general is declining among U.S. college students, which may have a negative effect on Israel Studies programs. The number of bachelor's degrees in the humanities is falling, accounting for under 12% of all bachelor's degrees conferred in 2015 (American Academy of Arts & Sciences, 2017). This does not explain the precipitous drop in 2017, nor the decline in social science courses, but it may be a contributing factor.
- Interest in Israel Studies specifically may be declining among college students, perhaps as a result of conflict between Israel and the Palestinians and efforts on campus to delegitimize Israel. General surveys (of both Jewish and non-Jewish respondents) indicate that although U.S. adults over age 30 sympathize more with Israel than with the Palestinians by wide margins, younger people are far more divided in their sympathies (Pew Research Center, 2018).

- University administrations may be providing less support for Israel Studies. This is perhaps a function of shifting student interest, along with administrators being adverse to controversial issues.
- Recent SIIS Fellows may be less committed to teaching Israel studies courses than earlier cohorts. It is also possible that, in response to one or more of these phenomena, SIIS Fellows are teaching modules about Israel in other, broader or comparative courses. This type of teaching about Israel was not captured by the present study.

Going forward, the program of research and evaluation on SIIS will continue to survey SIIS Fellows annually, tracking the continuing impact of SIIS on their teaching, publishing and other pursuits. Several new questions will be added to the survey to assess possible reasons for changes in the teaching of Israel studies courses. At the same time, a detailed qualitative study on a select group of campuses would help identify the obstacles to teaching about Israel on college campuses today. Such a study would include faculty, students and administrators, with the goal of both explaining the drop in the number of Israel Studies courses and determining what could be done to reverse the trend. Findings from future research will suggest more ways for SIIS to achieve its ultimate goal of affecting the quality and profile of Israel Studies.

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Appendix A

Table 12. SJS Fellows' Colleges and Universities, Spring 2017

College or University Name	U.S. State	Country
Academy for Jewish Religion California	California	USA
American Jewish University	California	USA
American University	Washington, D.C.	USA
Arizona State University	Arizona	USA
Augusta University	Georgia	USA
Baruch College	New York	USA
Bentley University	Massachusetts	USA
Boston College	Massachusetts	USA
Broward College	Florida	USA
Bucknell University	Pennsylvania	USA
California State University, Long Beach	California	USA
California State University, Northridge	California	USA
Case Western Reserve University	Ohio	USA
Central Michigan University	Michigan	USA
Claremont McKenna College	California	USA
Claremont School of Theology	California	USA
Clemson University	South Carolina	USA
Colby College	Maine	USA
College of Charleston	South Carolina	USA
Concordia College	Minnesota	USA
Concordia University Wisconsin	Wisconsin	USA
Connecticut College	Connecticut	USA
CUNY - Brooklyn College	New York	USA
CUNY - Lehman College	New York	USA
CUNY - York College	New York	USA
DePaul University	Illinois	USA
Dickinson College	Pennsylvania	USA
Drake University	Iowa	USA
Duke University	North Carolina	USA
Eastern Connecticut State University	Connecticut	USA
Eastern Michigan University	Michigan	USA
Eastern Washington University	Washington	USA
Elon University	North Carolina	USA
Fairleigh Dickinson University	New Jersey	USA
Florida Atlantic University	Florida	USA
Franklin & Marshall College	Pennsylvania	USA
Gannon University	Pennsylvania	USA
Georgia Institute of Technology	Georgia	USA
Georgia State University	Georgia	USA
Goucher College	Maryland	USA
Hampshire College	Massachusetts	USA
Harvard University	Massachusetts	USA
Hebrew Union College - Jewish Institute of Religion	Ohio/New York/California	USA

College or University Name	U.S. State	Country
High Point University	North Carolina	USA
Hofstra University	New York	USA
Jacksonville State University	Alabama	USA
Jewish Theological Seminary	New York	USA
Kalamazoo College	Michigan	USA
Kenyon College	Ohio	USA
King's College	Pennsylvania	USA
Lehigh University	Pennsylvania	USA
Loyola Marymount University	California	USA
Massachusetts Institute of Technology	Massachusetts	USA
Middlebury College	Vermont	USA
Montclair State University	New Jersey	USA
National Defense University	DC	USA
New York University College of Arts & Science	New York	USA
North Carolina Central University	North Carolina	USA
Northeastern University	Massachusetts	USA
Northern Michigan University	Michigan	USA
Northwestern University	Illinois	USA
Ohio State University	Ohio	USA
Old Dominion University	Virginia	USA
Palm Beach Atlantic University	Florida	USA
Pennsylvania State University	Pennsylvania	USA
Portland State University	Oregon	USA
Queensborough Community College	New York	USA
Reed College	Oregon	USA
Robert D. Clark Honors College	Oregon	USA
Saint Anselm College	New Hampshire	USA
Saint Leo University	Florida	USA
Salem State University	Massachusetts	USA
San Francisco State University	California	USA
San José State University	California	USA
Seton Hall University	New Jersey	USA
Slippery Rock University of Pennsylvania	Pennsylvania	USA
Smith College	Massachusetts	USA
Sonoma State University	California	USA
Southern Connecticut State University	Connecticut	USA
Southern Methodist University	Texas	USA
St. Louis University	Missouri	USA
Stanford University	California	USA
State University of New York at Binghamton	New York	USA
Stonehill College	Massachusetts	USA
SUNY Buffalo State	New York	USA
Texas A&M University	Texas	USA
Texas Christian University	Texas	USA
Touro College	New York	USA
Trinity College	Connecticut	USA

College or University Name	U.S. State	Country
Tulane University	Louisiana	USA
United States Air Force Academy	Colorado	USA
United States Naval Academy	Maryland	USA
University of Alabama	Alabama	USA
University of Arkansas	Arkansas	USA
University of California, Irvine	California	USA
University of California, Los Angeles	California	USA
University of California, Santa Cruz	California	USA
University of Central Florida	Florida	USA
University of Central Oklahoma	Oklahoma	USA
University of Chicago	Illinois	USA
University of Delaware	Delaware	USA
University of Hartford	Connecticut	USA
University of Illinois at Chicago	Illinois	USA
University of Illinois at Urbana–Champaign	Illinois	USA
University of Kansas	Kansas	USA
University of Kentucky	Kentucky	USA
University of Louisville	Kentucky	USA
University of Massachusetts Amherst	Massachusetts	USA
University of Massachusetts Dartmouth	Massachusetts	USA
University of Miami	Florida	USA
University of Minnesota Duluth	Minnesota	USA
University of Nebraska at Kearney	Nebraska	USA
University of North Carolina at Chapel Hill	North Carolina	USA
University of North Texas	Texas	USA
University of Oklahoma	Oklahoma	USA
University of Oregon	Oregon	USA
University of San Francisco	California	USA
University of Southern California	California	USA
University of Texas at Arlington	Texas	USA
University of Utah	Utah	USA
University of Virginia	Virginia	USA
University of Wisconsin-Madison	Wisconsin	USA
University of Wisconsin-Milwaukee	Wisconsin	USA
University of Wyoming	Wyoming	USA
USAF Air Command and Staff College	Alabama	USA
Virginia Polytechnic Institute and State University	Virginia	USA
Wake Forest University	North Carolina	USA
Webster University	Missouri	USA
William Jewell College	Missouri	USA
Yale University	Connecticut	USA
Yeshiva University	New York	USA
University of Graz		Brazil
Grant MacEwan University		Canada
McGill University		Canada
McMaster University		Canada

College or University Name	U.S. State	Country
Trent University		Canada
University of Ottawa		Canada
Wilfrid Laurier Universit		Canada
York University		Canada
Nanjing University		China
Peking University		China
Shanghai International Studies University		China
Sichuan International Studies University		China
Charles University		Czech Republic
Palacky University, Olomouc, Czech Republic		Czech Republic
University of West Bohemia in Pilsen		Czech Republic
Canterbury Christ Church University		England
Leeds Trinity University		England
Liverpool John Moores University		England
University of Leeds		England
University of Leicester		England
University of Manchester		England
University of Reading		England
INALCO		France
Sciences Po Paris (Institue of Political Science)		France
Friedrich Alexander University Erlangen		Germany
Ludwig Maximilian University Munich		Germany
ELTE University and Jewish University		Hungary
University of Jewish Studies, Budapest		Hungary
Jamia Millia Islamia		India
O.P. Jindal Global University		India
Tel Aviv University		Israel
University of Bucharest		Romania
University of Edinburgh		Scotland
Bilkent University		Turkey
Middle East Technical University		Turkey
Odessa National University		Ukraine

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