The Hebrew University of Jerusalem

The Department of Hebrew and Jewish Languages

Self-Evaluation Process

August 2011

Executive Summary

- **A short summary of the main strengths and weaknesses that were pointed out in the self-evaluation process.**

The Department of Hebrew and Jewish Languages at the Hebrew University consists of two autonomous programs: Hebrew Language and Jewish Languages and Literatures. All our tenure-track faculty members hold a Ph.D. from well-known institutions in Israel and abroad and are leading scholars in their respective fields. They play an active role in teaching undergraduate and graduate students and in directing research students; all are also intimately involved in the daily running of the Department. Despite the heavy teaching load and many hours of service in faculty committees and other administrative tasks, the level of teaching and research is high as is evidenced from the data collected for this report.

The undergraduate curriculum is relatively structured, ensuring that our graduates gain familiarity with all historical layers of the Hebrew language as well as a basic training in linguistics. Assessment procedures include examinations, writing assignments, and oral presentations in class; in order to complete their studies successfully students must demonstrate not only their mastery of basic information but also an ability to integrate knowledge critically and to express their ideas effectively. At the M.A. level students may focus on an area of interest of their choosing and may decide between a research orientation, non-research orientation, and professional training as language editors or educators. The studies pursued by Ph.D. students in our Department have enabled many of our graduates to assume positions in various academic institutions as lecturers and researchers.

The Jewish Languages and Literatures program offers a minor concentration at the undergraduate level, an individually designed program at the M.A. level (research and non research), and Ph.D. studies.

The teaching evaluation reports filled out by students indicate their high level of satisfaction from the programs offered by the Department.

Research is a central component of the Department's activity. The research produced by members of the Department is distinguished not only by its quality but also by its diversity. This diversity is one of the key strengths of the Department. Faculty members publish their research in

leading scientific journals and prestigious academic publishers. They also collaborate nationally and internationally in a variety of research projects and publications and serve on international editorial boards. Two journals are published by the Department and several monographic studies have been published jointly with an academic publisher. Faculty members regularly attend major conferences and organize conferences and seminars that bring colleagues from Europe and the United States to Jerusalem. In addition to the contribution this makes to the exchange of ideas and academic cooperation, it also enables graduate students, who do not have the financial means to attend conferences abroad, to be exposed to cutting edge research in the discipline. Faculty members are continuously engaged in seeking research funds that allow them to produce serious research, to train students as assistants, and to help fund graduate students. While funding sources in our field are quite limited, over the past five years the members of the faculty have been successful in raising considerable research funds.

The self-evaluation process indicates that, all in all, the Department of Hebrew and Jewish Languages manages to achieve most of its goals, both in terms of teaching and research. Students have successfully become acquainted with the development of the Hebrew language, its different periods and genres, its linguistic analysis, and the scientific literature on the subject. The same holds true for students in the Jewish Languages program. The atmosphere in the Department is friendly and collegial. Student satisfaction with departmental studies is high thanks to the quality of the teaching, the accessibility of faculty members, and the effective and friendly service provided to the students by our secretary, .

At the same time, there is a grave concern for the future of the Department. The number of faculty members has declined drastically in recent years since several colleagues have retired; unfortunately, few new positions have been allotted to the Department. While the five-year plan set by the Development Committee of the Faculty of Humanities included the allocation of two new positions to the Department, since 2003, only half a position was actually received.The drastic decline in funds for employing junior and adjunct teachers has further hampered our ability to continue to offer a varied curriculum. At the moment the Department is still capable of maintaining a reasonably varied study program due to the voluntary contributions of professors emeriti and Ben-Yehuda

fellows, as well as by the support of the School for Language Sciences, but this is by no means a long term solution.

Currently, the reduction in teaching staff has limited the amount of elective courses that the Department is able to offer students. In particular, the burgeoning field and sub-speciality of Modern Hebrew is not adequately represented in the teaching program. Another popular area of study that is under-represented at the moment is Biblical Hebrew. Linguisitic research into the Jewish languages is likewise in need of strengthening. As the number of courses offered in recent years has declined to the minimum that permits students to complete their study requirements, the program has become less attractive for prospective students.

A major concern is the possible effect that the decline in the range of topics may have on the education of those excellent students who wish to go on to pursue academic careers. Our inability to offer junior teaching positions to outstanding students also has a negative impact on recruiting graduate students. The Department fears for the training of the next generation of scholars, which it has worked hard to do since the establishment of the Department.

A further concern is the decline in student numbers as a result of both academic and non-academic factors. We are following this decline closely and are making efforts to encourage prospective students to enroll, primarily through personal meetings between faculty and student. Yet, as the range of courses offered by the Department is a major consideration in students' decision to enroll, as well as the funds to support graduate students, our ability to attract prospective students and convince them to enroll is limited.

Structural organizational changes in the Faculty of Humanities have already affected our curriculum, and we hope to further expand our already existing collaboration with various departments in the Faculty, as well as with the newly established School of Language Sciences. Such collaboration will continue to enhance our teaching and research. In addition, the retirement of leading faculty members inevitably involves changes in the character of the Department. We hope that the means will be found to recruit a new generation of scholars, which will enable the Department to maintain its leading position in the field and continue to develop. Steps are necessary to insure that in the future the positive results of the current assessment process will be reproduced.

- **A short description of the actions the Institution, the Parent Unit and the Department are going to take in order to improve the weak points that were found.**

  From its periodic internal reviews, members of the Department are aware of weaknesses in the program of studies and in the Department and will continue to monitor and correct weaknesses that arise. The changes in curriculum that have been instituted over the past few years (e.g., strengthening the study of general linguistic) give witness to this continual desire to isolate problems and weaknesses and attempt to correct them.

  The Department has repeatedly alerted the Faculty about the critical situation that the Department has reached in terms of manpower, but, unfortunately, the Faculty has not had the means to allocate teaching positions and funds for junior and adjunct teaching staff.

- **A brief statement as to the extent which the Study Program has achieved its mission and goals and whether the outcomes comply with its mission statement. Are the Institution, Parent Unit and Department satisfied with the outcomes of the Study Program?**

  The members of the Department of Hebrew and Jewish Languages feel that the programs of study have achieved their stated mission and goals for most students. This is clearly the case with excellent, good, and average students. In the case of weak students, not all of the goals have been met since the educational abilities of those students were, to start with, below par. Unfortunately, because of staff restrictions, the Department has not been able to offer the entire wide range of classes that it would like to.

Chapter 1 - <u>The Institution</u>

1.1   The proposal to establish a Jewish institution for higher education was first raised as far back as 1882, yet the cornerstone of the Hebrew University was only laid in Jerusalem in 1918. On April 1, 1925, the University was officially opened on Mount Scopus. The academic life of the University (courses and research) took place on Mount Scopus until 1948, the year of the establishment of the State of Israel. During the War of Independence, the road to Mount Scopus was blocked and the University was forced into exile; it continued its activities thereafter in rented facilities scattered throughout various parts of Jerusalem. In 1955, the government of Israel allocated land in the Givat Ram neighborhood for a new Hebrew University campus. In 1967, the road to Mount Scopus was reopened, and in the early 1970s, academic activities were restored on the Mount Scopus campus.

The University has since continued to grow, with the addition of new buildings, the establishment of new programs, and the recruitment of outstanding scholars, researchers and students, fulfilling its commitment to excellence.

The Hebrew University in Jerusalem was accredited as an institution of higher education by the President of Israel, Mr. Itzhak Ben-Zvi, in accordance with the Law of the Council of Higher Education, 1958, on the 23rd of August 1962.

The Hebrew University operates on five campuses:

- Mount Scopus campus, site of the Faculty of Humanities and the School of Education, the Faculty of Social Sciences, the School of Business Administration, the Faculty of Law and the Institute of Criminology, the School of Occupational Therapy, the Paul Baerwald School of Social Work and Social Welfare, the Truman Institute for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education.

- Edmond J. Safra campus in Givat Ram, site of the Faculty of Mathematics and Natural Sciences, The Rachel and Selim Benin School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Jewish National and University Libraries.

- Ein Kerem campus, site of the Faculty of Medicine (The Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, and the School of Nursing) and the Faculty of Dental Medicine.

- Rehovot campus, site of the Robert H. Smith Faculty of Agriculture, Food and Environment (The School of Nutritional Sciences and The Koret School of Veterinary Medicine).

- An additional site is the Interuniversity Institute for Marine Science in Eilat, operated by the Hebrew University for the benefit of all institutions of higher learning in Israel.

Below is the over-all number of students studying towards academic degrees in the institution according to degree:

| Students of the Hebrew University (2009)			
1st degree	2nd degree	Ph.D	Total
11,445	6,820	2,667	23,249

1.2   Mission statement of the institution, its aims and goals

As the first research university in Israel, The Hebrew University's mission is to develop cutting edge research, and to educate the next generations of leading scientists and scholars in all fields of learning. The Hebrew University is part of the international scientific and scholarly network: we measure ourselves by international standards and we strive to be counted among the best research universities worldwide.

The Hebrew University is a pluralistic institution, where science and knowledge are developed for the benefit of humankind. At the same time, the study of Jewish culture and heritage are a foremost legacy of the Hebrew University, as indicated by both its history and its name.

The goal of the Hebrew University is to be a vibrant academic community, committed to rigorous scientific approach and characterized by its intellectual effervescence. These will both radiate and enlighten the University's surrounding society.

1.3 Description of Institution's organizational structure
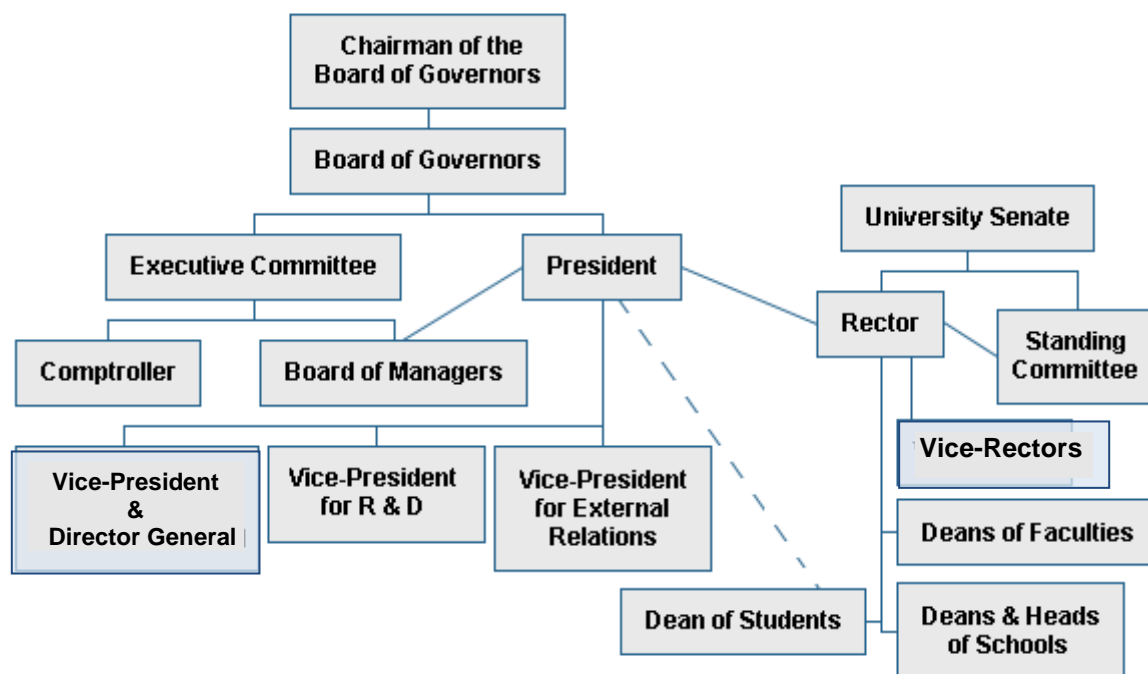
1.4 Names of holder of senior academic and administrative positions

Chairman of the Board of Governors:	Michael Federmann
President:	Prof. Menahem Ben Sasson
Rector:	Prof. Sarah Stroumsa
Vice-President and Director-General:	Billy Shapira
Vice-President for Research and Development:	Prof. Shai Arkin
Vice-President for External Relations:	Carmi Gillon
Vice-Rector:	Prof. Yaacov Schul
Vice-Rector	Prof. Oded Navon
Comptroller:	Yair Hurwitz

Deans:

Faculty of Humanities:	Prof. Reuven Amitai
Faculty of Social Sciences:	Prof. Avner de Shalit
Faculty of Law:	Prof. Barak Medina
Faculty of Mathematics & Natural Science:	Prof. Gad Marom
Faculty of Agriculture, Food & Environment:	Prof. Aharon Friedman
Faculty of Medicine:	Prof. Eran Leitersdorf
Faculty of Dental Medicine:	Prof. Adam Stabholtz
School of Business Administration:	Prof. Dan Galai
School of Social Work:	Prof. John Gal
Dean of Students:	Prof. Esther Shohami

Chapter 2 - <u>The Parent Unit Operating the Study Programs Under Evaluation</u>

2.1 **The name of the parent unit and a brief summary of its "history", its activities and development in the period of its existence**

The Faculty of Humanities was founded in 1928 and originally consisted of three divisions: The Institutes of Jewish Studies, Oriental Studies and General Humanities. For two decades the Faculty conferred only the degrees of master of Arts and Doctor of Philosophy, the earliest M.A. degrees being awarded in 1931 and the first Doctorate in 1936. In 1949, courses leading to the bachelor's degree were introduced and the first of these were awarded in 1953. In 2006 the Gager Committee was appointed to evaluated the structure and the mission of the Faculty. The Gager Report resulted in a number of reforms, which are in the process of being implemented. Enclosed is the executive summary of the report.

Implementation of the recommendation proceeds in three stages, the first dealing with broad introductory courses to be taken by all students of the faculty; the second treating the creation of wider disciplinary units, which transcend the individual departments; and, the last stage addressing research students and special programs to support academic excellence. Two effects on the life of the Faculty were 1) the number of departments was reduced by about a third through consolidation and rationalization; and 2) the primary connection between departments was now disciplinary and not cultural-regional.

The first stage of the reform was ushered in by the decision of the faculty's Teaching Committee (November, 2007) to design a study program in the spirit of the Gager Report, requiring all students to take three introductory courses outside their field as well as one Faculty and one departmental course on basic academic skills. "Gateway Courses" treating a particular subject from a broad interdisciplinary perspective and through different periods were equally envisioned. Implementation of these aspects of the reform started during the academic year 2007-8.

The second stage concerns structural changes of the faculty so as to create larger units and overarching study programs. This stage was discussed by the Development Committee during the academic year 2007-8 and implementation started in 2008-9. The third stage, which involves creation of new programs to support academic excellence for graduate students, is in process: already a new

program for outstanding doctoral students has been established, and currently new disciplinary and inter-disciplinary programs for M.A. studies are being designed. With the beginning of the 2011-2012 academic year, the new Manndel School for Advanced Studies in the Humanities has been established to coordinate programs for outstanding graduate students (M.A. and Ph.D.), as well as ad hoc research groups and projects.

Mission statement of the parent unit, its aims and goals

The Faculty of Humanities at the Hebrew University creates and promotes a vibrant discourse between scholars of different cultures, genres and historic periods. We at the Faculty believe strongly that human civilization is worthy of study and can be drawn on in order to educate people to deal with changes in the present and even in the future. The main goals of the Faculty are to enhance research and to develop critical thinking, creativity and originality among its staff and students.
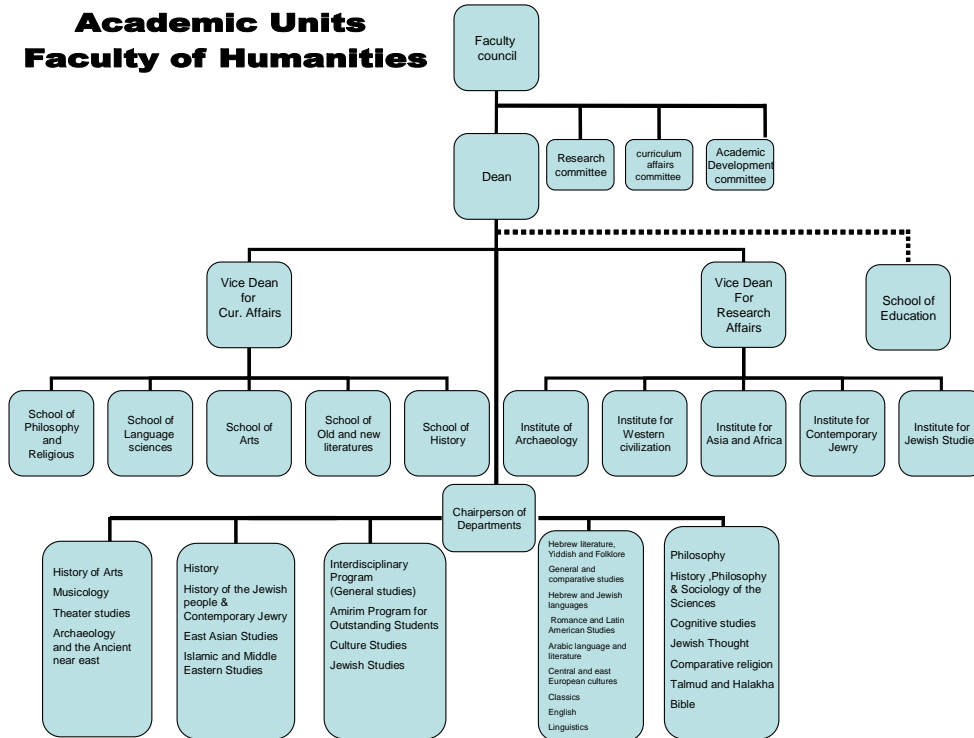
The Faculty of Humanities focuses on the study of virtually the whole scope of human civilization in the past and present, as expressed in language, literature, the visual and performing arts, material culture, folklore, philosophy, religion and history.   The scope of this scholarly activity is divided into four broad cultural areas: 1) Jewish civilization from its origins in the ancient Near East, through its manifestations today in Israel and the Diaspora; 2) the peoples and cultures of the Middle East, from the origins of recorded human existence, through the great civilizations in antiquity, the emergence of Islam and to the present day; 3) Western civilization, from the Classical period in the Mediterranean region, through the emergence of modern Europe and its cultural descendents in the Western Hemisphere; and, 4) the cultures in the continent of Asia, primarily the great civilizations of East and South Asia, but also that of the historically important Eurasian Steppe region. The members of the Faculty are involved in studying the developments of individual cultural traditions, as well as, the ongoing interaction and mutual influence between different peoples and cultures.

2.2 Description and chart of the unit's academic and administrative organizational structure (including relevant committees).
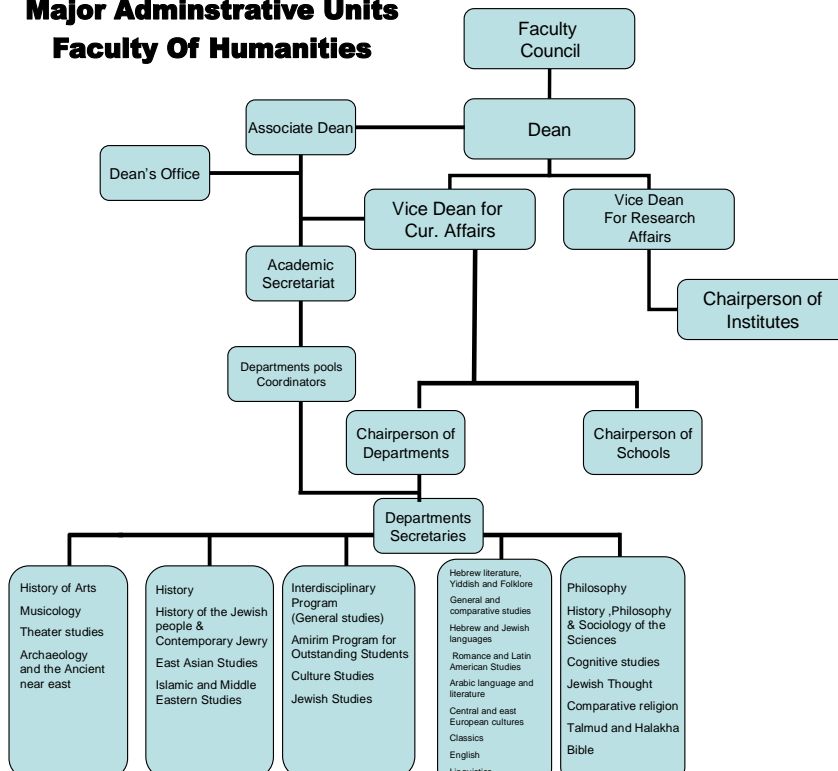
Teaching in the Faculty is organized in some twenty specialized departments that are further concentrated under the aegis of five disciplinary schools: Arts, History, Language Sciences,

Literatures, and Philosophy and Religion. Each school has its own special teaching program and other activities that transcend the programs of the specific departments, providing wider disciplinary training for undergraduate and graduate students, and a cooperative framework for faculty members. While much of the research in the Faculty is conducted by individual faculty members, often with support from outside research funds, much important research work is also conducted in and by some thirty research centers and major projects in the Faculty. Research activities, both of the centers and of individual researchers, are coordinated, encouraged and facilitated by five Institutes: Archaeology, Asian and African Studies, Contemporary Jewry, Jewish Studies, and Western Culture. These institutes also provide a forum for interaction between scholars working on similar cultural material, but specializing in different academic disciplines, and therefore complement the Schools mentioned above.

Academic Units
Faculty of Humanities

Faculty council

Dean — Research committee — curriculum affairs committee — Academic Development committee

Vice Dean for Cur. Affairs

Vice Dean For Research Affairs

School of Education

School of Philosophy and Religious | School of Language sciences | School of Arts | School of Old and new literatures | School of History

Institute of Archaeology | Institute for Western civilization | Institute for Asia and Africa | Institute for Contemporary Jewry | Institute for Jewish Studies

Chairperson of Departments

History of Arts
Musicology
Theater studies
Archaeology and the Ancient near east

History
History of the Jewish people & Contemporary Jewry
East Asian Studies
Islamic and Middle Eastern Studies

Interdisciplinary Program (General studies)
Amirim Program for Outstanding Students
Culture Studies
Jewish Studies

Hebrew literature, Yiddish and Folklore
General and comparative studies
Hebrew and Jewish languages
Romance and Latin American Studies
Arabic language and literature
Central and east European cultures
Classics
English
Linguistics

Philosophy
History, Philosophy & Sociology of the Sciences
Cognitive studies
Jewish Thought
Comparative religion
Talmud and Halakha
Bible

Major Adminstrative Units
Faculty Of Humanities

Faculty Council

Associate Dean — Dean

Dean's Office

Vice Dean for Cur. Affairs

Vice Dean For Research Affairs

Academic Secretariat

Chairperson of Institutes

Departments pools Coordinators

Chairperson of Departments

Chairperson of Schools

Departments Secretaries

History of Arts
Musicology
Theater studies
Archaeology and the Ancient near east

History
History of the Jewish people & Contemporary Jewry
East Asian Studies
Islamic and Middle Eastern Studies

Interdisciplinary Program (General studies)
Amirim Program for Outstanding Students
Culture Studies
Jewish Studies

Hebrew literature, Yiddish and Folklore
General and comparative studies
Hebrew and Jewish languages
Romance and Latin American Studies
Arabic language and literature
Central and east European cultures
Classics
English
Linguistics

Philosophy
History, Philosophy & Sociology of the Sciences
Cognitive studies
Jewish Thought
Comparative religion
Talmud and Halakha
Bible

2.4   Names of holders of senior academic and administrative positions.

The Dean – Professor Reuven Amitai
r_amitai@mscc.huji.ac.il

Vice Dean for Research – Professor Nathan Wasserman
mswasser@mscc.huji.ac.il

Vice Dean for Teaching Affairs – Dr. Ilan Sharon
sharon@mscc.huji.ac.il

Associate Dean – Mr. Nahum Regev
nahumr@savion.huji.ac.il

Academic Secretary – Ms. Rita Vidri
ritab@savion.mscc.huji.ac.il

2.5 **The number of study programs (departments, etc.) operating in its framework; the names of the academic degrees (in English and Hebrew) granted to the graduates of these programs (the phrasing that appears in the diploma); the number of students who have studied (and are studying) within the parent unit in each of the last five years according to the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.**

Department	B.A.	M.A	Ph.D.
School of Language Sciences			
Linguistics	X	X	X
Hebrew and Jewish Languages	X	X	X
School of Philocophy and Religion			
Philosophy	X	X	X
Jewish Studies	X		
Jewish Thought	X	X	X
Talmud and Halakha	X	X	X
Cognitive Studies	X	x	X
Comparative Religion		X	X
Bible	X	X	X
History, Philosophy & Sociology of the Sciences		X	X
School of History			
History	X	X	X
East Asian Studies	X	X	X
History of the Jewish People and Contemporary Jewry	x	x	x
Islamic and Middle Eastern Studies	X	X	X
School of Arts			
Theater Studies	X	*	X
Program in Conjunction with the Jerusalem Academy of Music and Dance (B.A. Mus/M.A. Mus)	X	X	
Archaeology and the Ancient			

Near East	X	X	X
History of Art	X	X	X
Musicology	X	X	X
Folklore and Folk Culture Studies			
School of Old and New Literatures			
Hebrew Literature	X	X	X
Romance and Latin American Studies	X	X	X
Classics	X	X	X
English	X	X	X
General & Comparative Literature	X	X	X
Central and East European Cultures	X	X	X
Arabic Language and Literature	X	X	X
Yiddish		X	X
Combined and Special Programs:			
Interdisciplinary Program (General Studies)	X		
Amirim Program for Outstanding Students	X		
Hebrew Literature and Language	X		
History and History of the Jewish People	X		
Individual Program of Studies		X	
Revivim Program (training teachers for Jewish Studies, B.A.+M.A.)	X	X	

* The School of Education, as a semi-independent unit, also has programs on all three levels.

Names of Degrees

Bachelor of Arts (בוגר אוניברסיטה): The possible tracks are: Two majors; One major and supplementary studies; one major and one minor; one major and a program).

Master of Arts (מוסמך אוניברסיטה): The possible tracks are: Studies within a department; an individual program; M.A. in education.

Doctor of Philosophy (דוקטור לפילוסופיה).

2.6 **The number of graduates of the unit in each of the last five years according the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.**

The number of students and graduates in the Faculty in each of the last five years

Year	Degree		Students	Graduates*
2005	**B.A.**		2535	625
	M.A.	with thesis	522	157
		without thesis	751	244
	Ph.D.		584	72
2006	**B.A.**		2370	482
	M.A.	with thesis	504	148
		without thesis	679	278
	Ph.D.		598	73
2007	**B.A.**		2247	532
	M.A.	with thesis	453	155
		without thesis	624	212
	Ph.D.		590	75
2008	**B.A.**		2176	505
	M.A.	with thesis	420	162
		without thesis	544	221
	Ph.D.		533	92
2009	**B.A.**		2062	413
	M.A.	with thesis	542	94
		without thesis	795	113
	Ph.D.		614	70
2010	**B.A.**		2164	481
	M.A.	with thesis	563	108
		without thesis	782	103
	Ph.D.		606	85

*Does not include the M.A. graduates from the school of Education.

2.7 **What bodies (internal/external) decide on rationale, mission and goals of the parent unit and of the study programs, how they are decided upon, examined and, if deemed necessary, changed? Have they been discussed within the last five years? If so, please specify when these discussions have taken place and what were their outcomes? If not, when were changes made (if at all)? How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?**

The Faculty Board, consisting all of the Professors, Associate Professors, Senior Lecturers and the Lecturers is the major constitutional body of the Faculty that decides on the mission, goals and activities of the Faculty and its departments. The Faculty has three committees: the Development Committee under the chairmanship of the Dean, the Teaching Committee under the chairmanship of the Vice-Dean for Teaching and the Research Committee under the chairmanship of the Vice-Dean for Research. The committees submit their recommendations to the plenum of the Faculty Board. The committees prioritize fields in the departments that need to be strengthened through addition of new academic staff and discuss major changes in the curriculum. Each department as a whole sets its general goals and pursues the means to put these goals into practice. The departments submit their recommendations to the three major Faculty's committees. In addition to the Faculty's committees, the University has a Teaching Regulations Committee, which consists of all the chairpersons of the Curriculum Committees of the different faculties of the University. This committee is in charge of the university regulations concerning teaching and studying. Frequently the President and the Rector of the university decide to convene special committees to evaluate specific faculties or departments. On the Gager Committee, see above 2.1

Executive Summary of Gager Report

The Committee for the Future of the Humanities was appointed by former President Menachem magidor to consider a wide range of issues relating to the future of the Humanities at the Hebrew University. In particular, the Committee was asked to identify fields of strength or weakness within the Faculty of Humanities and to suggest ways to further develop and correct them. We sought to examine both undergraduate and graduate studies and to suggest ways to achieve and maintain high-level, inspiring teaching, and to envisage various structural possibilities that myy foster high quality research in the Humanities and encourage cooperation between scholars. On three separate visits to the University, committee members met with many members of the faculty, administration and student body, and the ideas, concerns and suggestions that emerged in these meetings largely shaped the recommendations that follow.

It is the strong belief of the committee that the members of the Faculty of Humanities at the Hebrew University rank among the leading scholars of the world. It is, however, clear that there are specific areas of the Faculty of Humanities that require attention and improvement, particularly in light of the ongoing reduction in the number of faculty positions and the prospect of numerous retirements. We propose significant changes in a number of areas. Only full co-operation on all sides will make this possible, but we believe that the work of our Committee has already sparked new conversations on a wide range of issues.

It is the conclusion of the Committee that the Hebrew University must pay special attention to three general areas as it makes new hires in the faculty: the contemporary world in all geographical areas (without at the same time losing the traditional emphasis on earlier or classical periods); the study of gender in all areas; and Israeli culture and society, including social, ethnic and religious groups of all kinds. The Committee also recommends that the following specific areas currently under threat from impending retirements be strengthened and maintained: Yiddish, American Studies, the teaching of modern Arabic and more teaching of courses in Arabic, Russian language and literature, and folklore, theater and musicology. At the national level, the Committee believes that certain fields of study, such as African studies, Romance languages and literature, and ancient Semitic epigraphy are in danger of disappearing altogether and their survival depends of the

development of serious cooperation among Israeli universities at the national level. The Committee holds the view that at this crucial stage in the development of the Faculty, there must be a strategic plan that will serve as the basis for making new appointments. It is our view that the set of priorities listed above might serve as the basis for such a strategic plan.

The Committee has given careful consideration to what we take to be weaknesses in the current B.A. curriculum. Specifically, we have attempted to address the widely held perception that many students arrive at the University with deficiencies in writing modern Hebrew and the equally prevalent opinion that many students lack a solid grasp on reading and writing in English. We have also sought to provide students with the currently lacking foundation in basic academic disciplines, while keeping in mind that most students arrive at the University after military and other forms of service and have consequently been separated from the classroom and from the culture of academic and intellectual skills. With these factors in mind, the Committee has proposed changes in the B.A. curriculum, beginning with required courses for first year students in English reading and writing AND in Hebrew writing. We also recommend that students will no longer be required to choose two majors fields of study in order to qualify for the B.A.. In effect, students will major in (1) a Department or in (2) a Department and a Program or in (3) two Departments.

The Committee has approached the delicate issue of how the existing structure of academic departments might be modified and simplified. It is the view of the Committee that the current structure of departments and programs is no longer appropriate to the proper functioning of a major university, and some departments are too small to maintain an adequate level of academic and intellectual strength. In its own deliberations, the Committee has approached the issue of reorganization from the perspective of the B.A. curriculum. We propose the creation of four divisions within the Faculty of Humanities: Languages and Literatures, History, Arts and Expressive Culture, and Modes of Thought, with specific departments each being part of one of these Divisions (see report). In addition to the departments, students may also concentrate in one of several Programs, which will be interdisciplinary in character and as complementary to the Departments, though working in close cooperation with them. Each of the four major divisions will be required to develop one or more team-taught gateway courses for first-year students. The teaching of the new B.A. first year will require a cultural change in much of the over-specialized approach to teaching among the

faculty who will need to implement it, but it is the belief of the committee that a principal goal of the Hebrew University is the education of citizens, not merely specialists. More than in the past, many first-year students will be exploring their options rather than plunging into a 'major' at the very beginning. Thus, advising by faculty members will be essential in this new model and the administration of the University will need to provide resources so that faculty memberswill be well trained and willing to undertake this important task.

The Committee has dedicated much thought to the graduate programs of the Faculty. We have found that the M.A. programs were of unequal quality, and serious attention needs to be directed at elevating their quality and articulating their goals. We have also recommended that all M.A. programs offer a first-semester methodological seminar every year. With regard to both M.A. and Ph.D. programs, the Committee strongly recommends that admissions standards and procedures should be a matter of Departmental concern and authority. In more general terms, graduate students should be seen as working in a department, not just with a single member of the Faculty. The Committee also strongly supports a program whereby outstanding B.A. students can be identified and granted generous stipends at the M.A. level. The Committee is also concerned about the low level of funding for all graduate programs.

We have also made some recommendations for improving the physical plant of the Faculty, including renovating offices to make them more inhabitable for faculty members, and updating classrooms into "mart classrooms." We have also proposed that every department and program prepare an up-to-date website in English and Hebrew. Finally, we have addressed some concerns about the library and future role of the library and its staff as an instructional unit of the University. Personnel must have first-hand experience with the processes of research and writing in order to properly guide students in these areas

Chapter 3 - <u>The Evaluated Study Program</u>

<u>Note</u>: In this chapter we require separate reference to each of the study programs under examination at each of the levels taught (first, second, doctoral degree). The identical data for all the programs will appear only once.

3.1. <u>The Goals and Structure of the Study Program</u>

3.1.1. The name of the study program, a brief summary describing its development since its establishment.

The temporary constitution of the University from 1926 explicitly stated that the Hebrew University should be a center for the development of Jewish Studies and of the Hebrew Language, and that teaching at the University should be conducted in Hebrew. The founders of the University believed that the Hebrew Language was essential for the character of the new university and that it was intertwined with the University's role in reviving the Jewish people in its historical homeland. The Department of Hebrew Language was formally established in 1933, when N. Tur-Sinai (né H. Torczyner) was appointed to the Bialik Chair in Hebrew Language. During the years 1933-1946 most of the courses were taught by Tur Sinai, who was the only member of the Department. In 1946 he was joined by B. Klar. Following the death of Klar in 1948 in the Mt. Scopus convoy massacre, Z. Ben-Ḥayyim joined the Department. E.Y. Kutscher, S. Morag, and M. Goshen-Gottstein joined the Department in 1950.

From the beginning it was decided that students in the Department would study courses in the different historical periods of the Hebrew Language, as well as courses in primary areas of linguistics: phonology, morphology, syntax, semantics, and lexicography. While concentrating on the study of Hebrew, teaching in the Department also dealt with the related Northwest Semitic languages – in particular Jewish Aramaic – due to their importance in traditional Jewish culture and their relation to the study of Hebrew. The relationship to Arabic was also stressed, and as early as 1935 it was decided that all Hebrew Language students must demonstrate proficiency in Arabic.

Initially, only M.A. and Ph.D. degrees were granted. During the 1950's the American system of B.A. degrees was adopted. In the next few decades the Department gradually grew, until in the mid-1980's it reached a total of ten tenured senior faculty positions and several full-time

assistants. From 1985 till 2005 more than 55 graduate students completed their doctoral studies in the Department.

Since the 1970s the Department of Hebrew Language has been academically reponsible for the Division of Hebrew Language Instruction at the Rothberg International School for Overseas Students. In the middle of the 1980s, the Department opened a diploma program in language editing, which sought to prepare future editors (copyediting and stylistic editing). For several years the program offered a public speaking track as well. In 2002 the diploma was upgraded to an M.A. degree, and a Language Editing track was added to the M.A. program.

The program in Jewish Languages and Literatures developed following the gravitation of many faculty members from a broad range of departments in the Faculty of Humanities towards the study of one or more Jewish languages (such as Judeo-Spanish, Yiddish, Modern Judeo-Arabic, Jewish Neo-Aramaic, and Judeo-Persian) and the literatures composed in these languages. To enable interdisciplinary research and cross fertilization, the Center for the Study of Jewish Languages and Literatures was set up in 1985 by a group of scholars led by M. Bar-Asher. The Unit for the Teaching of Jewish Languages and Literatures, which was affiliated administratively with the Department of Hebrew Language, started offering an M.A. program in 1985, and a minor B.A. concentration was first offered in 1988.

Following the 2007 Gager report on the reorganization of the Faculty of Humanities, the program for the study of Jewish Languages was integrated into the Department of Hebrew and Jewish Languages. Another immediate result of the Gager reform was the consolidation of the ties of the Department with the discipline of general linguistics. B.A. students are now required to take a general introduction to linguistics as well as another general linguistics course, which are taught through the School of Language Sciences in the Faculty of Humanities. In addition, the possibility of students to take elective courses offered by the Department of Linguistics has been expanded. It is expected that these developments will strengthen the abilities of students to apply methods of linguistic inquiry to the study of Hebrew.

The research centers under the aegis of the Department were set up at different times: the Jewish Oral Traditions Research Center was founded by S. Morag in 1957, the Center for the Study

of Jewish Languages and Literatures was founded in 1985, and the Eliezer Ben-Yehuda Center for the Study of the History of the Hebrew Language was set up by M. Bar-Asher in 1997. The Hibshush Foundation for the Advancement of the Instruction of the Traditions of Yemenite Jews was established in 1995.

3.1.2. Mission statement of the study program, its aims and goals

Program in Hebrew Language:

The Hebrew language has been attested uninterruptedly for over three thousand years during which time it has changed and developed. Despite the different strata and traditions, there is a historical continuity that has continued up to the present. The Department aims to acquaint students with the development of the Hebrew language from its first attestations, through its lengthy history, and up until Modern Hebrew as it is written and spoken today. Each language stratum is studied in the perspective of the preceding strata, as well as in the light of languages with which it came in contact. Students are trained to develop critical skills in reading sources from all periods as well as modern linguistic literature dealing with Hebrew.

In order to achieve these goals the Department seeks to impart to students a thorough knowledge of the different periods of Hebrew (biblical, rabbinic, medieval, and modern) in the light of modern analytic methods in the various fields of linguistics (phonology, morphology, syntax, semantics, and lexicography). Specific courses are offered on each period and each linguistic field. The Department also requires undergraduate students to follow at least one year of study of Arabic and Aramaic. M.A. students are required to follow at least one further year of study of Aramaic.

Program in Jewish Languages and Literatures

The program in Jewish Languages and Literatures aims to provide students with a firm foundation in the Jewish Languages taught within its framework, both in their written and spoken forms. The languages taught within the program are mainly Ladino (Judeo-Spanish) and Judeo-Arabic, but students can also study Yiddish, Jewish Neo-Aramaic, and upon availability of courses, also Judeo-Persian, Judeo-Italian and other languages. The program offers introductory and advanced courses meant to acquaint students with the linguistic structure of the individual Jewish Languages in their

historical, geographic, social-level, and stylistic variation; with the literatures which have been cultivated in those languages over the course of their development; and with the general cultural milieus in which the languages thrived. The program also highlights the interrelation between the various Jewish Languages and Hebrew (and Aramaic), and encourages the comparative study of Jewish languages.

In order to achieve these goals the program aims to offer a diverse selection of courses. Students without any background may enroll in introductory language courses. Broad overviews of the individual languages, and of the literatures and cultures of their speakers, are provided in introductory survey courses. Students with prior knowledge in these languages may participate in courses that focus on the reading and analysis of folkloristic, journalistic, religious and historical texts from diverse periods. A deeper knowledge of the structures of the Jewish Languages and their literatures, necessary for advanced B.A. students and for graduate students specializing in Jewish Languages, is imparted through concentrated monographic courses on topics such as regional and social variation, historical development, oral reading traditions of the speakers, Bible translations, and translations of post-biblical literature.

3.1.3. Description and chart of the academic and administrative organizational structure of the study program (including relevant committees)

The Department of Hebrew and Jewish Languages is headed by a Chair, who is elected for a two or three year term by the senior members of the department. The Chair bears overall responsibility for programs of study in the Department. The program in Jewish Languages is academically autonomous and is coordinated since inception by Dr. Ofra Tirosh-Becker. The Department provides academic supervision for the Division of Hebrew Language Instruction, Rothberg International School for Overseas Students.
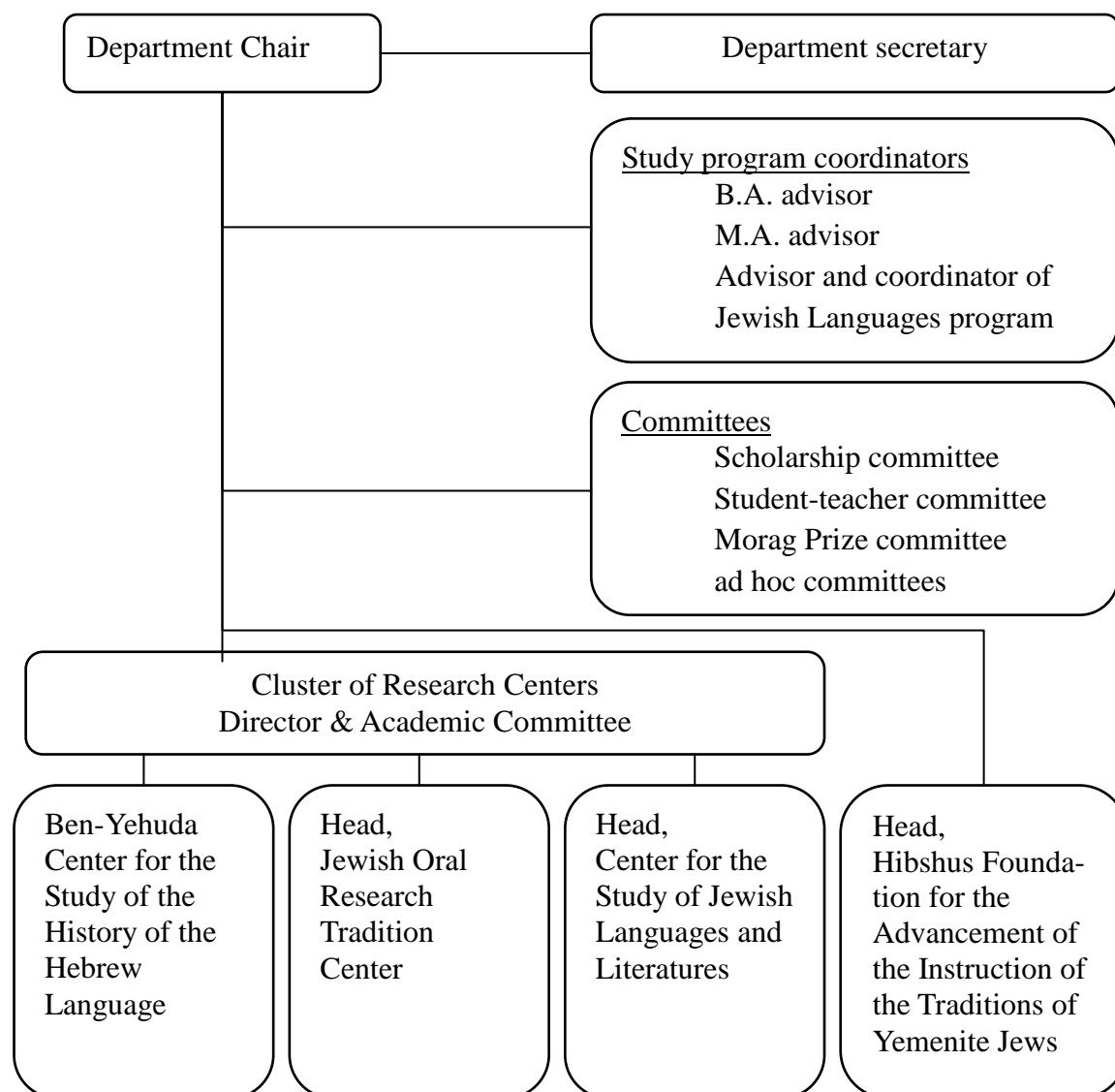
The Chair of the Department also functions as the M.A. advisor and as the director of the cluster of research centers that are under the aegis of the Department (Ben-Yehuda Center for the Study of the History of the Hebrew Language, Center for the Study of Jewish Languages and Literatures, Jewish Oral Tradition Research Center). In addition, the Chair serves as the head of the

Ben-Yehuda Center. In 2010 a special B.A. advisor was appointed to cater to the needs of potential applicants and current undergraduate students. Prior to 2010 the Chair advised B.A. students.

The departmental scholarship committee is appointed each year by the Chair as is the departmental student-teacher committee and the Morag Prize committee. Other committees are appointed according to need on an ad hoc basis. For instance, in 2010 a committee comprising the current Chair and the two former Chairs of the Department examined the need to modify the curriculum. Changes were suggested by the committee, which were then brought before all the members of the Department for their consideration and approval. Other functions are filled by members of the Department upon the request of the Chair, e.g., the reading and grading of final reports by students in the Language Editing track of the M.A. program.

The administrative staff of the department includes one secretary, who is shared with the Department of Arabic Language and Literature.

The chart on the following page presents the organizational structure of the Department:

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┌─────────────────────────┐        ┌─────────────────────────┐
│   Department Chair       │────────│   Department secretary   │
└─────────────────────────┘        └─────────────────────────┘
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Study program coordinators
  B.A. advisor
  M.A. advisor
  Advisor and coordinator of
  Jewish Languages program

Committees
  Scholarship committee
  Student-teacher committee
  Morag Prize committee
  ad hoc committees

Cluster of Research Centers
Director & Academic Committee

Ben-Yehuda Center for the Study of the History of the Hebrew Language	Head, Jewish Oral Research Tradition Center	Head, Center for the Study of Jewish Languages and Literatures	Head, Hibshus Foundation for the Advancement of the Instruction of the Traditions of Yemenite Jews

Names of holders of senior academic and administrative positions.

NAME	POSITION
Academic Staff	
Dr. Yael Reshef	Senior Lecturer, Department Chair, M.A. advisor, Chair of Scholarships Committee, Curriculum Committee, Student - teacher Committee, Director of the Research Centers of the Department of Hebrew Language, Head of the Ben-Yehuda Center for the Study of the History of the Hebrew Language
Dr. Elitzur Bar-Asher Siegal	Lecturer, B.A. advisor

Dr. Ofra Tirosh-Becker	Senior Lecturer, Director of the Jewish Languages program, Head of the Center for the Study of Jewish Languages and Literatures; co-editor of the departmental journal *Massorot*, Chairperson of the academic committee of Misgav Yerushalayim – The Center for Research and Study of Sephardi and Oriental Jewish Heritage at the Hebrew University
Prof. Aharon Maman	Professor, Head of the Joint Academic Committee of the Research Centers of the Department of Hebrew Language, Head of the Jewish Oral Traditions Research Center; co-editor of the departmental journal *Language Studies*; editor *Eda ve-Lashon*
Prof. Yochanan Breuer	Associate Professor, Head of the Hibshush Foundation for the Advancement of the Instruction of the Traditions of Yemenite Jews
Prof. Steven Fassberg	Associate Professor, Co-editor of the departmental journal *Language Studies*
Prof. David Bunis	Professor, Co-editor of the departmental journal *Massorot*
Administrative staff	
Ms. Debbie Mezan	Departmental Secretary

Members of the Academic Committee of the Department's cluster of Research Centers:

Prof. Cyril Aslanov, Prof. David Bunis, Prof. Moshe Bar-Asher, Prof. Yochanan Breuer, Prof. Avi Hurvitz, Prof. Chava Turniansky, Prof. Arye Levin, Prof. Shlomo Naeh, Dr. Yael Reshef, Dr. Ofra Tirosh-Becker, Prof. Steven Fassberg.

3.1.4. **Please provide in the format of a table, the number of students enrolled in the program in each of the last five years according to level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree)**

Number of Students Enrolled in the Program of Hebrew:

	B.A.	M.A. with thesis	M.A. without thesis	Language Editing Track	Ph.D. degree
2006	65	14	8	21	19
2007	69	17	9	19	19
2008	74	19	11	21	13
2009	65	18	7	23	9
2010	55	18	6	17	17

Number of Students Enrolled in the Program in Jewish Languages and Literatures:

Year	B.A. *	M.A. with thesis	M.A. without thesis	Ph.D.
2005-06		4	0	**2**
2006-07		4	0	**3**
2007-08		3	0	**2**
2008-09		3	1	**2**
2009-10		**6**	**1**	**2**

* Because of the structure of B.A. studies in the Faculty this data is not available. Most students participate in this program as part of their Complementary Course Requirements for the B.A. degree and are no longer required to define these studies as a Minor Concentration

The number of students who have participated in courses in the Program in Jewish Languages and Literatures, however, is quite considerable as can be seen in the following table**:

Year	B.A. students	M.A. students	Ph.D. students
2005/06	70	24	3
2006/07	118	24	3
2007/08	95	13	2
2008/09	113	24	4
2009/10	60	21	2

** Students are counted only once (even if they participated in multiple courses), and courses offered by faculty from other departments are not included.

3.1.5. **Please provide in the format of a table, the number of graduates from the program in each of the last five years according the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree).**

Program in Hebrew Language:

	B.A.	M.A. with thesis	M.A. without thesis	M.A. in Language Editing	Ph.D.
2006	18	5			1
2007	18	5	1		4
2008	11	1	2	3	5
2009	13	2		2	4
2010	9	5		6	3

Program in Jewish Languages and Literatures:

One M.A. student finished her degree without thesis in 2010.

One doctoral student completed her PhD in Jewish Languages in 2006.

3.2. <u>The Study Program – Contents, Structure and Scope</u>

3.2.1. **The name of the study program, specializations/tracks within the program, the campus where it is taught (if the institution operates on a number of campuses). If the study program is offered on more than one campus, is the level of the program uniform on different campuses, and what measures are taken in order to ensure this?**

The Department of Hebrew and Jewish Languages consists of two autonomous study programs:

- Hebrew Language
- Jewish Languages and Literatures

All of the teaching takes place on the Mount Scopus campus.

The Program in Hebrew Language:

The Department offers two tracks of study at the undergraduate level: (1) major, and (2) minor. Both tracks consist of required courses and electives. For details see section 3.2.2.

The Department offers four tracks of study in its M.A. program: (1) Research; (2) Non-Research; (3) Language Editing Track; (4) Teaching Track (including a special track for those who already hold a Teacher's Certificate). For details see section 3.2.2. Graduate students may focus on either linguistic or philological aspects of Hebrew and related languages. They may concentrate on diachrony or synchrony, focus on any specific period or field, as well as conduct their studies using an interdisciplinary approach, in combination with other subjects such as philosophy, sociology, psychology, education, etc.

The Program in Jewish Languages:

The Jewish languages which can be studied within the framework of the program are: Yiddish, Judeo-Arabic, Ladino (Judeo-Spanish), Jewish Neo-Aramaic, and when the courses are available, also Judeo-Persian, Judeo-Italian, Judeo-Tajik, and Judeo-Malayalam. Course offerings include language instruction, survey courses, field work courses, and monographic courses of a linguistic or literary nature. Students concentrate on a single Jewish language and have the option of taking elective courses in other Jewish languages.

B.A. students may enroll in the program as a reduced minor concentration in Jewish Languages and Literatures: Yiddish, Ladino, Judeo-Arabic. M.A. students enroll in an individually designed M.A. program in Jewish Languages and Literatures. Doctoral degree candidates may receive a Ph.D. in Jewish Languages and Literatures.

Minor Concentration in Jewish Languages and Literatures for the B.A.:

The minor concentration in Jewish Languages and Literatures enables students who have completed a year of studies in a literature- or linguistics-related department to become acquainted with the field of Jewish languages and acquire the foundations for M.A. specialization in this field. B.A. students who have not studied in a literature- or linguistics-related department will also be considered for participation in the program subject to an interview with the head of the program. The B.A. program is ordinarily completed within two years.

Individually-Designed Program in Jewish Languages for the M.A.

M.A. students construct personalized study programs in Jewish languages under the mentorship of an instructor in the Program. The programs, which must be approved by the Faculty Committee on Instruction, provide training in the candidates' area of special interest. The candidates study courses offered by the Department of Hebrew and Jewish Languages and Literatures, and complementary courses offered by other departments. Students are trained to analyze the diverse oral and written forms of the Jewish language(s) and/or literatures of their specialization using the tools of general linguistics and literary analysis. Supplementary courses are drawn from departments relevant to the candidates' specific areas of interest, such as Hebrew literature, Bible, Jewish history, Jewish folklore, Spanish and Latin American Studies, Arabic, Middle Eastern Studies, and Linguistics. Advocating an interdisciplinary approach, the Program in Jewish Languages and Literatures encourages the student to explore the relationships between the language(s) and culture(s) of a Jewish ethnic group, the group's Hebrew-Aramaic traditions, and the language(s) and culture(s) of the group's non-Jewish neighbors, past and present. Seminars focus on the features shared by Jewish languages, such as their Hebrew-letter writing systems, Hebrew-Aramaic components, parallel oral and written literary genres, and literal sacred-text translation varieties, as well as on the distinctive

characteristics of each individual language. Participants write specialized seminar papers and, optionally, an expanded research paper, under the direction of an instructor in the Program.

The courses granting credit to students in the program are taught on the Mount Scopus campus by instructors holding an appointment in the Department of Hebrew and Jewish Languages as well as instructors belonging to other Hebrew University departments.

3.2.2. Please provide in the format of Table 1 (page 14) the structure of the study program its content, and scope (years of study, semesters, hours per year and credits) and the distribution of the studies throughout the academic year. Does the study program supply courses to other units within the institution?

For the structure of the study program and the list of courses, see the table on the next page.

Many of the classes offered by the program in Hebrew Language are regularly attended by students from other departments from the Faculty of Humanities, as well as from other faculties. Some of our classes are offered to all students of the Faculty of Humanities as general elective courses, whereas others are attended by students subject to approval by the study program advisor. Our courses are particularly popular with students from adjacent fields (e.g., Arabic Language and Literature, Bible, Talmud, Linguistics, and Hebrew Literature), but are also frequently attended by students from other departments out of general interest in the Hebrew Language.

The course offerings of the Jewish Languages and Literatures program serve students in departments such as Jewish Folklore, Linguistics, Middle Eastern Studies, Arabic, Spanish and Latin-American Studies, Jewish History, Contemporary Jewry, Sociology and Anthropology, Ethnomusicology and others. Some of these departments regularly include Jewish Language Program course offerings in their own list of courses. Many of the students enrolled in the Jewish Languages Program courses do so to be able to read the texts they need for their studies in the parent department in the original languages. For example, students of Jewish History participate in Judeo-Arabic courses in order to be able to read relevant Genizah fragments; students of Ethnomusicology participate in Ladino courses in order to be able to understand the texts of Ladino songs and ballads; students of Yiddish participate in Judeo-Arabic and Ladino courses in order to gain the foundations for the comparative study of these languages.

6.1 - The Study Program - Table no. 1

Academic Year of Evaluation* -_(2010/2011)

*The data must refer only to the academic year during which the quality assessment is taking place

The Department of Hebrew and Jewish Languages consists of two autonomous programs:

- Hebrew Language
- Jewish Languages

The Program in Hebrew Language

Framework of Study: B.A.

In the major track, students must amass a total of 64 credits from the classes listed below, ten of which are elective credits. In addition, they are required to

write two seminar papers.

In the minor track, students must amass a total of 33 credits:

- required classes: Guidance for B.A. students; Introduction to Linguistics; Hebrew Morphology (Noun and Verb); Aramaic; Arabic for Beginners; Vocalization (Niqqud).

- Students are required to choose 6-8 credits from the following classes: Phonology of Modern Hebrew; Phonology of Biblical Hebrew; Hebrew Syntax; Semantics and

  Lexicology.

- Students are required to choose 4-6 credits from the following classes: Introduction to Biblical Hebrew; Mishnaic Hebrew ; Mishnaic Hebrew Texts; Medieval Hebrew

  (Arabicized Prose or Poetry); Modern Hebrew.

- Students are required to take 2-6 credits from the elective classes.

  Total: 33 credits.

All students in both tracks are required to take a Talmud Preparatory Course for B.A. students.

Year in Program	Semester	Course Title	Course Type (oblig./elective/ seminar/other)	No. of Credits	Prereq-uisites for	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Labor-atory	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
1	1	GUIDANCE FOR B.A. STUDENTS	Oblig	2		2			11	Dr. Uri Mor	Ph.D.
		INTRODUCTION TO LINGUISTICS*	Oblig	4		2	2		18 in the departme nt's group	Prof. Moshe Taube Dr. Nora Boneh Mrs. Talia Shitrit	Ph.D. Ph.D. M.A.
		PHONOLOGY OF MODERN HEBREW*	Oblig	2		2				Prof. Asher Laufer	Ph.D.
		PHONETIC TRANSCRIP-TION*	Oblig	2		2				Mrs. Talia Shitrit	M.A.
	2	PHONOLOGY OF BIBLICAL HEBREW	Oblig	2		2			24	Dr. Uri Mor	Ph.D.
		SEMANTICS AND LEXICOLOGY	Oblig	2		2			34	Dr. Yael Reshef	Ph.D.
	1-2	ARABIC FOR BEGINNERS	Oblig	8		4				Mr. Shraga Assif	M.A.
		VOCALIZATION (NIQQUD)	Oblig	4		2			29	Dr. Barak Dan	Ph.D.

		HEBREW SYNTAX	Oblig	4		2			25	Dr. Adina Moshavi	Ph.D.
Either 1 or 2	1-2	ARAMAIC	oblig	4		2			34	Prof. Steven Fassberg	Ph.D.
		MODERN HEBREW	oblig	4		2			40	Dr. Yael Reshef	Ph.D.
2	1	HEBREW MORPHOLOGY: THE NOUN	oblig	2		2			32	Prof. Yochanan Breuer	Ph.D.
		MEDIEVAL HEBREW: ARABICIZED PROSE	Oblig	2		2			19	Dr. Ofra Tirosh-Becker	Ph.D.
		MISHNAIC HEBREW	oblig	2		2			21	Prof. Yochanan Breuer	Ph.D.
	2	HEBREW MORPHOLOGY: THE VERB	oblig	2		2			21	Dr. Ofra Tirosh-Becker	Ph.D.
		MEDIEVAL HEBREW: THE POETIC LANGUAGE***									Ph.D.
		INTRODUCTION TO BIBLICAL HEBREW	Oblig	2		2			23	Dr. Adina Moshavi	Ph.D.

		MISHNAIC HEBREW TEXTS	oblig	2			2		17	Prof. Yochanan Breuer	Ph.D.
Either 2 or 3	1	LANGUAGE OF BIBLICAL POETRY	elective-seminar	2		2			18	Prof. Steven Fassberg	Ph.D.
		STYLES AND REGISTERS IN MODERN HEBREW	elective-seminar	2		2			19	Dr. Yael Reshef	Ph.D.
		HISTORY OF LINGUISTICS AS A DISCIPLINE.-THE FORM. OF THE DISCIPLINE*	elective	2		2			36	Dr. Elitzur Bar-Asher Siegal	Ph.D.
	2	THE HEBREW OF THE DEAD SEA SCROLLS	elective-seminar	2		2			16	Prof. Steven Fassberg	Ph.D.
		LEXICOLOGY OF BIBLICAL AND MISHNAIC HEBREW	elective-seminar	2		2			14	Prof. Yochanan Breuer	Ph.D.
		HEBREW HISTORICAL AND COMPARATIVE STUDIES	elective-seminar	2		2			16	Dr. Elitzur Bar-Asher Siegal	Ph.D.

	1-2	POLEMICS & LING. PROCESSES IN REVIVAL OF HEBREW	elective-seminar	4		2			11	Dr. Yael Reshef	Ph.D.
Either 1 or 2 or 3	1-2	TALMUD PREPARATORY COURSE**	oblig	4		2				Various teaching fellows from the Talmud department	B.A.
Either 1 or 2 or 3, students must choose between the follow-ing two classes	1-2	LANGUAGE : BETWEEN MAN AND WORLD*		4		2				Prof. Carl Pozy, Dr. Elitzur Bar-Asher Siegal, Dr. Ariel Hirshfield and Dr. Michael Roubach	Ph.D. Ph.D. Ph.D. Ph.D.
	2	LANGUAGE, SOCIETY AND THOUGHT*		3		2	1			Prof. Edit Doron and teaching fellows	Ph.D. M.A.

*These classes are offered through the School of Language Science

**This class is offered through the Talmud Department under the supervision of the Insitute of Jewish Studies.

*** This class is not offered this year

Framework of Study: M.A.

In the MA program, four tracks are available to students:

1. Research track: students are required to take 20 credits within the department and 8 credits outside the department. In addition, they must take a course in a modern foreign language at the advanced level (second year language course), submit one seminar paper, pass the M.A. comprehensive examinations, and submit an MA thesis.

2. Non-research track: students are required to take 32 credits within the department and 12 credits outside the department. In addition, they must submit two seminar papers and pass the M.A. comprehensive exams.

3. Editing track: students are required to take 24 credits within the department, 12 credits in courses from the Department of Hebrew Literature, and 8 workshops in editing. In addition, they have to submit two seminar papers, pass the M.A. comprehensive examinations, and submit a final report following 150 hours of practical training in language editing.

4. Teaching Track: students are required to take 24 credits within the department and 24 credits from the Department of Education. In addition, they have to submit two seminar papers and pass the M.A. comprehensive examinations.

All students of all tracks are required to take a Talmud Preparatory Course for M.A. students.

Year in Program	Semester	Course Title	Course Type (oblig./elective/ seminar/other)	No. of Credits	Prerequisites for	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
	1	LINGUISTIC TOPICS IN THE EXEGESIS OF THE MIDRASH	elective-seminar	2		2			13	Prof. Yochanan Breuer	Ph.D.
	1	OLD ARAMAIC INSCRIPTIONS	elective-seminar	2		2			17	Prof. Steven Fassberg	Ph.D.
	1	SELECTED ARAMAIC TEXTS FROM QUMRAN	elective-seminar	2		2			18	Prof. Steven Fassberg	Ph.D.
	1	LANG.OF BEN-SIRA BOOK&ITS STATUS IN THE HISTORY OF HEBREW	elective-seminar	2		2			13	Prof. Avi Hurvitz	Ph.D.
	1	LINGUISTIC TOPICS IN MEDIEVAL EXEGESIS &THE TEAMIM	elective-seminar	2		2			16	Prof. Yochanan Breuer	Ph.D.

	1	LANGUAGE PLANNING IN MODERN HEBREW	elective-seminar	2		2			13	Prof. Moshe Bar-Asher	Ph.D.
	1	TOPICS IN HEBREW PRAGMATICS	elective-seminar	2		2			11	Dr. Adina Moshavi	Ph.D.
	1	INTERRELA-TION BETWEEN LEXICON SYNTAX & PRAGMATICS	elective-seminar	2		2			12	Dr. Elitzur Bar-Asher Siegal	Ph.D.
	1	STUDIES IN KARAITE HEBREW	elective-seminar	2		2			11	Dr. Ofra Tirosh-Becker	Ph.D.
	1	DIGLOSSIA IN THE HISTORY OF HEBREW LANGUAGE	elective-seminar	2		2			17	Dr. Elitzur Bar-Asher Siegal	Ph.D.
	1	SUPRASEGMEN-TALS OF COLLOQUIAL HEBREW	elective-seminar	2		2			5	Prof. Asher Laufer	Ph.D.

Language Editing Track:

Year in Program	Semester	Course Title	Course Type (oblig./elective/ seminar/other)	No. of Credits	Prere quisit es for	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laborat ory	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
	2	LANG. EDITING IN MODERN HEB.: PRACTICE	workshop			1			15	Ms. Ruth Almagor-Rammon	M.A.
	2	TRANSLATION EDITING	workshop			1			15	Ms. Anat Spitzen	M.A.
	1	ADMINISTRA-TIVE EDITING	workshop			2			16	Ms. Idit Volpe	M.A.
	1	PRACTICAL EDITING	workshop			2			20	Dr. Lea Tzivoni	Ph.D.

Framework of Study: Ph.D.

Doctoral studies at the Hebrew University are administered by the Authority for Research Students. Students interested in the Ph.D. program in Hebrew Language and in Jewish Languages submit their applications to the Authority for Research Students, which forwards the applications to the Doctoral Committee of the School of Language Sciences. The dDoctoral Committee screens the applicants based on their achievements and academic potential. Only students approved by the Committee may proceed to register at the Authority for Research Students (see section 3.4.2).

There is no set curriculum for doctoral students. Individual doctoral committees are set up only after the advisor approves the detailed Ph.D. proposal by the student. According to the regulations of the Authority for Research Students, the student's individual doctoral committee decides whether or not the doctoral proposal is worthy of being pursued and whether the student has the appropriate background to conduct the research. Committees are entitled to require that the student study up to twelve credits during the course of his doctoral studies. Students are allowed two years in which to prepare a doctoral proposal; during the time in which they are working on the proposal they are defined as "Stage One" students. After the proposal is approved by the doctoral committee, the students enter "Stage 2" .

The Authority for Research Students has put a cap of six years on doctoral studies, with the possibility of extension for a seventh year.

Doctoral students listed as registered in the Department of Hebrew and Jewish Languages have participated in departmental graduate courses together with departmental M.A. students. In addition, they take M.A. courses, and in some special cases, advanced B.A. courses in other departments, all according to the recommendations of the individual doctoral supervisors and the decisions of the doctoral committees.

Formerly, the Department of Hebrew and Jewish Languages maintained a bi-monthly departmental seminar for M.A. students in which doctoral students were often invited to present their ongoing research. The departmental seminar will be reactivated in the next academic year.

Since the establishment of the School of Language Sciences, there are now lectures arranged by the School to which the doctoral students are invited to attend. The Department offers the occasional seminar when there are visitors from abroad. Those doctoral students who are recipients of the President's Fellowship are required to attend separate lectures arranged especially for recipients of the fellowship.

The Program in Jewish Languages and Literatures

Framework of Study: Minor Concentration in Jewish Languages and Literatures

First Degree students specializing in Ladino may choose a regular program (12 credits) or an expanded program (16 credits). Those specializing in other Jewish languages enroll in a regular program (12 credits). The First Degree minor concentration assumes the following structure:

For students who have completed a year of studies in a literature-related department:

Linguistics-related introductory courses	4	credits
Linguistic or literary analysis of texts in a Jewish language	4	credits
(Students of expanded program in Ladino:	8	credits)
Seminar	4	credits
Total:	12	credits
(Expanded Ladino Program:	16	credits)

For students who have completed a year of studies in a linguistics-related department:

Two courses (one of them on literature) in a single Jewish language	8	credits
(Students of expanded program in Ladino: Three courses	12	credits)
Seminar	4	credits
_____		
Total:	12	credits
(Expanded Ladino Program:	16	credits)

The linguistic introductions are chosen from the course offerings of the Department of Hebrew and Jewish Languages and/or from the Department of Linguistics.

Year in Program	Semester	Course Title	Course Type (oblig./electives	No. of	Prerequisites for	Weekly Teaching	Weekly Exer-	Weekly Labor-	No. of	Teaching Staff	
										Name of staff member	Employment Degree
1	2	LADINO FOR BEGINNERS: GRAMMAR AND LEXICON	Elective	2	None	2			14	Prof. David Bunis	Ph.D.
1	2	LADINO FOR BEGINNERS: ANALYSIS OF LITERARY TEXTS	Elective	2	None	2			12	Prof. David Bunis	Ph.D.
1	1	INTRODUCTION TO JUDEO-SPANISH ORAL AND WRITTEN LITERATURE	Elective	2	None	2			9	Dr. Michal Held	Ph.D.
2	2	HOLOCAUST OF SEPHARDIC JEWS	Elective	2	None	2			9	Dr. Michal Held	Ph.D.

1	1	INTRODUCTION TO EASTERN & MAGHREBIAN NEO-JUDEO-ARABIC	Elective	2	None	2			18	Dr. Ofra Tirosh-Becker	Ph.D.
2	1-2	JUDEO-ARABIC TRANSLATIONS OF THE BIBLE	Seminar	4	Knowl edge of Arabic	2			9	Dr. Ofra Tirosh-Becker	Ph.D.

This academic year (2010/11) the course offerings were more limited than usual because Prof. David Bunis was on sabbatical during the first semester, and Dr. Ofra Tirosh-Becker was requested to teach more courses in Hebrew Language. Representative examples offered by the program in previous years:

- NORTH-AFRICAN JUDEO-ARABIC DIALECTS (4 credits)

- JUDEO-ARABIC TRANSLATIONS OF THE PASSOVER HAGGADAH (2 credits)

- LADINO AS A JEWISH LANGUAGE, LADINO AS A BALKAN LANGUAGE (2 credits)

- LADINO PASSAGES IN THE OTTOMAN RABBINICAL RESPONSA (2 credits)

In addition, the Program's course listings include many cross-referenced courses from other departments.

Framework of Study: Individually-Designed Program
in Jewish Languages for the Second Degree

Two tracks are available to students in the individualized M.A. study program in Jewish languages:

1. **Research track**: students are required to take 28 credits. The course program must be approved by the Faculty Committee on Instruction. In addition, students must study a second foreign language and pass an advanced level exam (in addition to English), submit two term papers and an extended seminar paper, pass the M.A. comprehensive examinations, and either prepare a research proposal for doctoral studies or submit an additional seminar paper.

2. **Non-research track**: students are required to take a total of 40-44 credits. The course program must be approved by the Faculty Committee on Instruction. In addition, students must submit two seminar papers and pass the M.A. comprehensive examinations.

Year in Program	Semester	Course Title	Course Type (oblig./electives	No. of	Prerequisites for	Weekly Teaching	Weekly Exer-	Weekly Labor-	No. of	Teaching Staff	
										Name of staff member	Employment Degree
2	2	LADINO IN ITS REGIONAL AND SOCIAL DIVERSITY	Seminar	2	None	2			4	Prof. David Bunis	Ph.D.

This academic year (2010/11) the course offerings were more limited than usual because Prof. David Bunis was on sabbatical during the first semester, and Dr. Ofra Tirosh-Becker was requested to teach more courses in Hebrew Language. Representative course examples offered by the program in previous years:

- NEW DIRECTIONS IN LADINO RESEARCH (2 credits)

- STAGES IN THE HISTORICAL DEVELOPMENT OF THE LADINO LANGUAGE (2 credits)

- LINGUISTIC STRATA OF NORTH-AFRICAN NEO JUDEO-ARABIC (2 credits)

In addition, the Program's course listings include many cross-referenced courses from other departments.

Framework of Study: Ph.D.

The structure of the Ph.D. is identical to all study programs – see the description above.

3.2.3. **Specify what bodies are responsible for the planning and managing of the study program. What are the mechanisms responsible for introducing changes and updating the study program, and how do they operate. If fundamental changes have been introduced into the study program during the last five years, please specify what they are.**

The Chair of the Department is responsible for the planning and running of the programs of study. The Chair is responsible for verifying that the required classes are given and that advanced seminars are offered in different fields. The Chair turns to the senior faculty and adjunct teachers requesting suggestions for courses according to the needs and requirements of the Department. After the program has been assembled, the Chair circulates the draft of the program of study among all teachers for their comments.

When the need to change aspects of the curriculum arises, the Chair appoints a committee of tenured faculty to draw up proposed amendments to the program, and the committee's proposals are discussed and voted on by all senior faculty members. Such changes have included, for instance, this year's decision to enable B.A. students and M.A. students in the Language Editing Track to take a foreign research language as part of their elective courses (effective beginning in the academic year 2011/2012).

In addition, there are changes that are initiated and required by the Faculty of Humanities and by the university adminsitration. The major change in recent year has been the requirement of all B.A. students to take general pan-university courses known as "Gateway Courses," "CornerstoneCourses" and a first year expository writing course. In the context of the establishment of the School of Langauge Sciences in the Faculty of Humanities, the Department decided to require students to take as Gateway Courses two new courses offered by the School: (1) "Introduction to Linguistics," consisting of a general lecture in which all students enrolled in the course participate, as well as a special tutorial intended for Hebrew Language students, taught by a junior member of the Department); (2) either "Language: Between Man and world", or "Language, Society, and Thought". The addition of these courses necessitated a reduction in other requirements that had been set by the Department (e.g., the reduction of Semantics from a year-long course to a semester course and the requiring of fewer electives).

Most changes in the curriculum during the past few years have concerned the requirements of minoring in Hebrew Language in B.A. studies; the university administration has encouraged the departments in the Faculty of Humanities to require fewer courses so that students complete their studies within three years.

The Program in Jewish Languages is conducted under the auspices of the Department of Hebrew and Jewish Languages, and overseen by the Hebrew University's Center for the Study of Jewish Languages and Literatures. Changes in the Program are proposed to these two governing bodies for approval, subject to final approval by the Faculty of Humanities' Committee on Instruction.

3.2.4. Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.

The Chair is responsible for coordinating and examining the contents that are taught. This is done through informal discussions with teachers and through the examination of student evaluations at the end of each course. The Chair also keeps abreast of student reactions to what is taught through the student-teacher committee that meets every year. Moreover, the Chair of the department receives feedback from the B.A. adviser, students, teachers, and the secretary of the Department.

The contents of the Program in Jewish Languages and Literatures are coordinated and examined by the Program coordinator, in direct and frequent consultation with the other members of the Program.

3.2.5. Are additional non-academic bodies involved in the running and the activities of the parent unit and study program? If so, what are these bodies and what is the mutual relationship between them and the leadership of the parent unit (for instance, the mutual relationship between the Business School and the Manufacturers' Association or Industrial Factories)?

No non-academic bodies are involved in the program in Hebrew Language. As to the Program in Jewish Languages and Literatures, several of the course offerings are made possible through financial support from Misgav Yerushalayim and the National Authority for Ladino Culture.

3.2.6. What are the future development plans of the evaluated study program, and how were they decided upon?

Since several reforms have been instituted during the past few years, there are, at the moment, no new plans. Rather, the department is reviewing the effects of the previous reforms.

3.2.7. In summary, to what extent has the program achieved its mission and goals? What are its strengths and weakness?

The Program in Hebrew Language:

It would appear that most of the goals that the Department has set have been achieved: graduates finish the program with an extensive knowledge of all layers of the Hebrew Language, and, in addition, they also have a basic knowledge of the cognate languages, Arabic and Aramaic, and their importance for the diachronic and synchronic study of Hebrew. Students are able to understand different types of Hebrew texts composed during the past 3,000 years and are capable of analyzing them linguistically. Many graduates (teachers, editors, and scholars) attribute their success to the quality of the program.

Points of weakness can be discerned in two areas:

a. The program is geared towards students who already have a good knowledge of the language, and aims at deepening their familiarity with all its historical strata and preparing them to undertake research. A few decades ago, entering students had to pass an examination in vocalization in order to be admitted to the Department. Yet, as the study of the Hebrew language has been scaled down in Israeli high schools over the years, it is now necessary to teach the majority of incoming students vocalization, since they have not been exposed to it since elementary school. The general acquaintance of incoming students with classical Hebrew texts (e.g., Hebrew Bible, Mishna, Talmud, medieval exegetes, Haskala literature) has also become substantially more limited in most cases. This has necessitated spending some time explaining these texts before they are actually studied in class.

b. The investigation of Modern Israeli Hebrew has become a much sought-after area of research in Israel and abroad, and it now attracts the interest of many students, more so than in the past. Due

to a decrease in the number of teachers in the department staff, however, there is only one departmental member at present who specializes in Modern Hebrew. Moreover, attrition of faculty has also left only one teacher who specializes in Biblical Hebrew, which is another popular subject of research. This decrease limits the ability to offer an attractive range of elective courses. Some retired professors volunteer to teach one or two semester courses; their willingness to help out the department is not a long-term solution.

The Program in Jewish Languages:

Overall the Program in Jewish Languages has been very successful in achieving the mission and goals set out for it by the Center for the Study of Jewish Languages and Literatures upon its founding. The Program in Jewish Languages at the Hebrew University is one of the few academic frameworks in Israel or abroad offering students exposure to such a wide variety of Jewish languages and literatures under a single roof. The uniqueness of the Program also results from the fact that its courses are taught by internationally-recognized leaders in the field of Jewish language research, and are presented within a broad framework of interdisciplinary, holistic studies, which focus on the individual Jewish languages and literatures in their historical, regional, social and stylistic diversity, as well as on their membership in the 'Jewish language family,' with many shared linguistic characteristics and parallel literary evolution. In addition to satisfying the needs of its own students, the Program provides students of other departments with complementary instruction in Jewish languages and literatures crucial to their own studies. We have been able to achieve this despite the limitations imposed by our small and shrinking budget.

One major indicator of the success of the Program is the significant rate of absorption of its graduates into the faculties of major institutions for higher education in Israel. Another indicator is the fact that foreign students have been attracted to study courses in this Program; after completing their graduate studies, some of these students have themselves become part of the faculties of institutions of higher education in Israel and abroad.

A weakness in the Program in recent years vis à vis the state of the program in years past has been the decrease in the number and variety of its course offerings due to budget cuts as well as

the retirement of faculty members whose courses had enriched the Program. Retirees who taught Judeo-Persian and Judeo-Italian have not been replaced by younger specialists in these fields. Nor in recent years has the Program been able to provide tenure-track positions to specialists in other Jewish languages and literatures. The study program would like to develop additional course offerings as well as extra-curricular study activities (e.g., field trips, research projects involving student participation) and also to expand its teaching staff. In recent years budget cuts have not only prevented such expansion of the Program in Jewish Languages and Literatures, but reductions in the budget have actually led to a decrease in the number and variety of course offerings. Wherever there are course offerings related to Jewish languages in other departments, students have been encouraged to attend them. Unfortunately, the number of such courses has also drastically declined. Though there are faculty members in other departments who research different Jewish languages, frequently they research them but are not able to offer courses in their areas of research due to other departmental requirements.

Teaching and Learning Outcomes

3.2.8. **What steps are taken in order to evaluate teaching and improving teaching? How are the results of these activities used, specifically, the negative findings about staff members' teaching? Does the unit act in order to locate and encourage excellent teachers? Does the unit or the institution offer the teaching staff regular and systematic activity, including courses/in-service training/instruction and guidance programs in order to improve the quality of teaching? Do new staff members receive special support?**

The steps taken to evaluate teaching are common to the entire Faculty of Humanities:

- Tenured teachers sit in on classes given by junior and adjunct teachers in order to evaluate their teaching.

- Online evaluation forms are filled out by students at the end of each course in which at least six students are officially enrolled. These evaluations are taken seriously at the faculty and university levels. The students' evaluations for each course are now available to students as part of the course description in the online course catalogue. Outstanding teachers are recognized by the Rector and their names are publicized by the university. There is a Rector's prize for outstanding teachers who have been recognized for their teaching abilities three years in a row.

- Yet, it should be noted that because filling the evaluation forms is no longer done in class, but is conducted online by students on a voluntary basis, these evaluations often rely on a small number of respondents (frequently no more than 50% of the students enrolled in the class), including students who have not attended classes. They therefore might not accurately reflect the attitude of most of the class. Moreover, when not enough students fill out the questionnaires, no feedback is given to the teacher and the department.

  When reports of teachers are negative, the Head of the department consults with the teacher in order to discover the source of the problem and help rectify it. In an attempt to improve teaching skills the faculty offers a workshop for teachers who receive low evaluations. The

Dean and the Chair of the Department follow up on those teachers and assess the improvement in their teaching.

- Teaching skills are an important factor in faculty promotion and student evaluations and teachers' reports are included in promotion files.

The Rector's office organizes a one-day workshop for new faculty. In addition, according to the regulations for appointments and promotions that were recently adopted by the University, new lecturers are assigned a mentor from among the tenured faculty, who assists them in the initial stages of their academic career, including guidance in matters pertaining to teaching.

3.2.9. Please provide in the format of Table 3 (page 18) as an appendix to the report, the rankings of the courses as found in the results of the teaching surveys given by the program in the last 5 years (those of faculty members and those of adjuncts). Please divide the information by obligatory courses, elective courses, seminars, and labs/workshops. If the program is using other methods of evaluation, please specify them.

The data provided to the Department by the university authorities regarding the results of teaching surveys is presented in the following table. Breakdown of the teaching scores according to course types (required, electives, seminars, and workshops) could not be obtained.

Teaching surveys were not conducted in the academic year 2007/8 due to the extended strike in universities. No data could be provided by the university authorites for the academc year 2005/6.

Table no. 3

Average Score of Teaching Surveys in the Last 5 Years

Department of Hebrew and Jewish Languages

Range of scores: 1 – 22.5

Academic year 2006/7 (תשס"ז)				
	1st semester		2nd semester	
	Courses	Teachers	Courses	Teachers
Mean	16.57	17.39	16.60	17.67
No. courses	14	14	21	21
Academic year 2007/8 (תשס"ח)				
	1st semester		2nd semester	
	Courses	Teachers	Courses	Teachers
Mean	No data		No data	
No. courses				
Academic year 2008/9 (תשס"ט)				
	1st semester		2nd semester	
	Courses	Teachers	Courses	Teachers
Mean	16.40	17.84	17.24	18.04
No. courses	9	9	20	20
Academic year 2009/10 (תש"ע)				
	1st semester		2nd semester	
	Courses	Teachers	Courses	Teachers
Mean	18.08	18.57	17.12	17.95
No. courses	11	11	17	17

Note: The average scores for the 2nd semester accounts also for annual courses.

3.2.10. Describe the use of information technology in teaching and learning: methods, scope, types of course etc.

All senior faculty and the majority of the adjunct teachers in our department make extensive use of information technology in their teaching. This includes a variety of web-based tools, the Faculty's Language Laboratory, 'smart' classrooms, and more.

- The HighLearn web-based teacher-student learning and interaction environment:

  The vast majority of the teachers make extensive use of the HighLearn system. They use the system to upload course syllabi, bibliography lists, handouts, scanned papers, and digital recording files. In addition, some teachers also use this system as a bulletin board for announcements, and send e-mails to the students through this system. Other teachers prefer to communicate with the students via

regular e-mail. This year the Hebrew University has begun to replace HighLearn with a similar system, Moodle.

- The Departmental website:

The departmental website (http://www.hum.huji.ac.il/units.php?cat=3002&incat=511), includes many resources for students and researchers alike. This website is updated on a regular basis. Among the many resources listed and linked on this page are resources on Hebrew, Aramaic, ancient inscriptions, the Dead Sea Scrolls, Massorah, Rabbinic manuscripts, Genizah studies, Modern Hebrew newspapers, Jewish Languages, as well as discussion blogs and links to other Departments of Hebrew Language.

- External Internet websites:

Teachers make frequent use of a variety of internet websites in their teaching and refer their students to these resources. Among the most frequently used websites is the Academy of Hebrew Language's *Ma'agarim* database, which is part of the Academy's Historical Dictionary of the Hebrew language project.

- Language Laboratory:

Several courses are entirely based on the use of the Faculty's Language Laboratory, which allows the teacher to play recordings to the entire class, and then enables the students to do independent work while being supervised by the teacher. Courses that make use of the Language Laboratory include "Phonetic Transcription", "Hebrew Oral Language Traditions", and advanced courses in phonology: "Suprasegmentals of Colloquial Hebrew" and "Computer-Aided Phonetic Transcriptions."

- 'Smart' Classroom – recordings, movies and presentations:

Many teachers also make use of the various capabilities of the 'smart' classrooms. Courses that deal with Hebrew speech, Hebrew oral language traditions, and Jewish Languages use the capabilities of the 'smart' classrooms to play relevant recordings. These include recordings of informants' speech, songs, and recitations (both in Hebrew and in Jewish Languages), piyyutim, Hebrew speech in the early twentieth century and more. In addition, some teachers frequently use PowerPoint presentations, while others sporadically do so. Finally, in a few courses DVD movies are also presented in class.

- Library-scanned paper repository:

Another IT resource for teaching is the ability to create online repositories of scanned papers for specific courses at the Bloomfield Library for the Humanities and Social Sciences on Mount Scopus.

- Fieldtrips:

While not strictly 'information technology,' some teachers in the Department include fieldtrips in their course curriculum. This is mainly the case with courses in Jewish languages. For example, students in the course "Introduction to Judeo-Arabic in the East and in the West" visit the ethnography wing at the Israel Museum in Jerusalem, and students in the course "Karaite Hebrew" visit the Karaite center and synagogue in Ramla. In other fieldtrips the students have the opportunity to meet with informants and speak with them in their Jewish Language dialects. In addition, fieldtrips are an integral component of the workshop "Preparing for print", which is part of the M.A. Language Editing track.

3.2.11. <u>Learning Outcomes</u>

3.2.11.1. **What are the program's intended Learning Outcomes (LO)? How were they set?**

The principle goal of the program in Hebrew is to equip students with (1) an overall view of the unity, development, and changes that the Hebrew language has undergone from ancient times to the present; (2) familiarity with the linguistic profile of the different periods, text types, and styles of Hebrew; (3) the ability to analyze texts scientifically using the linguistic methods and insights of traditional and modern linguistic schools of thought; and (4) acquaintance with the important scientific reference works (e.g., lexicons, grammars, encyclopedias, databases) and literature (e.g., journals, monographs, conference proceedings).

The goals of the Department of Hebrew and Jewish Languages have been set by the members of the Department in periodic internal evaluations. Objectives are discussed almost yearly in the light of the experiences of the teachers and the students. Changes in the curriculum have been implemented when discrepancies between the goals and the actual results have come to the fore. This has been an ongoing process in the Department over the past few years, which has been spurred on by the organizational changes that have taken place in the Faculty. In recent years this continual self-assessment has led to emphasizing the need to expand and strengthen the general linguistic training of students.

3.2.11.2. Describe the methods applied to measure Learning Outcomes according to the following:

3.2.11.2.1. <u>Examinations</u>

a. Describe the method of examinations and their character, the relative weight of each type of examination in the final grade (written/oral/open/multiple-choice etc.).

All *required courses* have a final examination, which accounts for 50% to 100% of the final grade. These examinations are almost exclusively written exams. Except in one course, no multiple-choice examinations are used and take-home examinations are quite rare. Oral examinations are not regularly given, except for students with special needs. The only required course that does not have a final examination is "Bibliographical Guidance for B.A. Students," in which the final grade is based entirely on the frequent written assignments.

Naturally, the character of the final examination varies from one course to another. However, there are some features that are common to many of the courses in the Department. Examinations typically cover both lecture material and bibliography, the list of which is given to the students at the beginning of the course. In most examinations the students are required to write a long essay, answer a few questions and/or give short explanations for selected terms and concepts. In most cases there is an option to select from a limited list of essay topics and/or questions or terms. In text-based courses there may often be a text to analyze and discuss, whether an unseen text or a text studied in class, which the students are asked to prepare before the exam.

Some courses have mid-term examinations. These are typically written examinations that make up 25% to 50% of the final grade.

In the course "Phonetic Transcription" the final examination is taken in the Language Laboratory, where the students listen to oral texts and phrases and transcribe them using the International Phonetic Association transcription system (this constitutes 80% of the final grade).

In *elective courses*, many of which are seminars, students who do not elect to write a seminar paper, are required to take a final examination. Some teachers substitute this final examination with a written paper.

The overall grade is a weighted sum of the final examination, mid-term examination and written assignments, where the weighing of grades varies from one course to another. For example, in some courses the mid-term examination is assigned 25%, written assignments 25%, and the final examination 50%; in others courses 50% for the mid-term examination and 50% for the final examination; yet, in some courses the final examination constitutes 100% of the final grade.

All examinations are checked and graded by the teacher of the course. There are no teaching assistants in the Department due to budget cuts (years ago there were teaching assistants who helped in checking written assignments and in some cases also examinations).

Final M.A. Examinations: In addition to the examinations or papers in the various courses, M.A. students are also required to be examined in two final M.A. examinations (the student may choose to take them orally or in writing). The two examinations must be in different linguistic fields (e.g., one in morphology and the other in syntax), in two different language periods (e.g., one in Biblical Hebrew and the other in Medieval Hebrew), and with two different faculty members from the Department of Hebrew and Jewish Languages. The student approaches the relevant teachers with possible topics. After the topic has being approved, the student is required to prepare a bibliographical list for the examination, which must include at least 150 pages, some of which has to be in English or another foreign language. The bibliographical list must be approved (and often modified) by the departmental teacher, who writes the examination and grades it.

b. Who constructs the examinations and how is the validity of the examinations assessed?

The examinations are prepared by the teachers themselves. The teacher usually notifies the students ahead of time as to the structure and character of the examination. The relative weight of each section in the exam is clearly marked on the examination form itself. The students may also see examples of questionnaires from past examinations in the same course.

The names of the students are not indicated on the examination notebooks, thus ensuring that they are graded in an unbiased manner. After receiving the examination grade, the student is permitted to see a scan of the marked examination notebook, as well as the in-class ranking of the grade. The student may then may appeal to the teacher and ask for a detailed explanation of the errors and the grading method. If the student is not satisfied with the teacher's reply, the student may appeal to the Chair of the Department.

c. **Please provide in the format of a histogram how the final grades are distributed in all study programs and all degree levels in the last 3 years.**
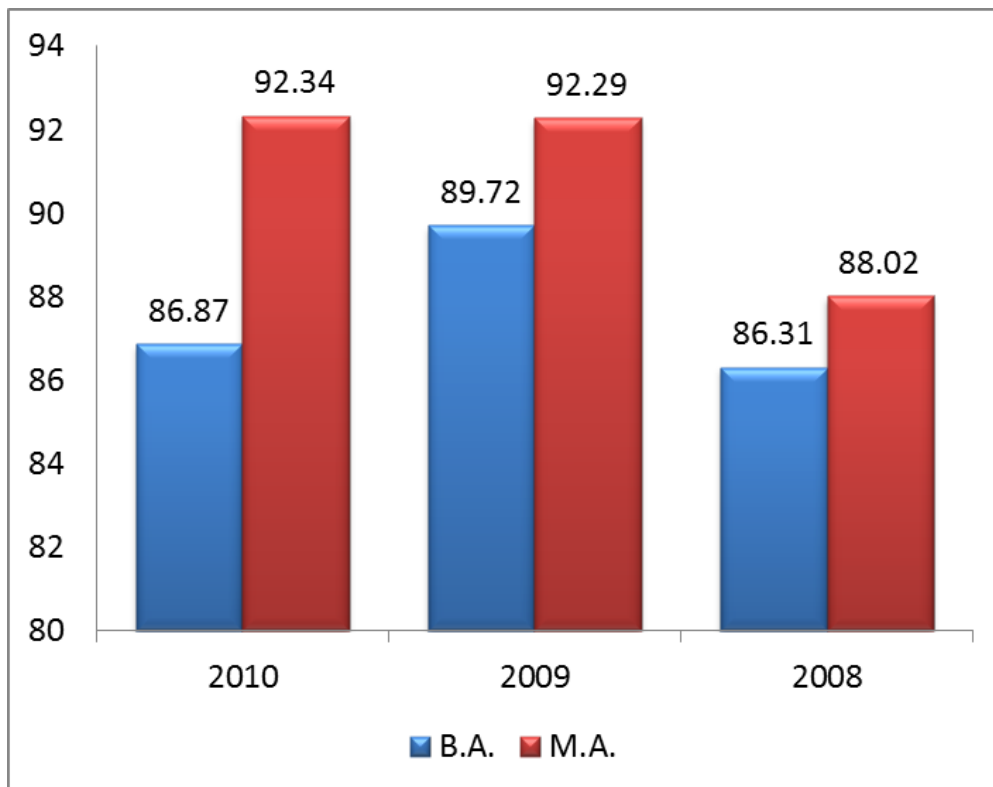
d. **If the relevant information is available, please present (in the format of histogram) the distribution of the overall average grade of the graduates (not including the grade of the thesis for the second degree) for each of the last three years.**

B.A. Final Grade Distribution

M.A. Final Grade Distribution
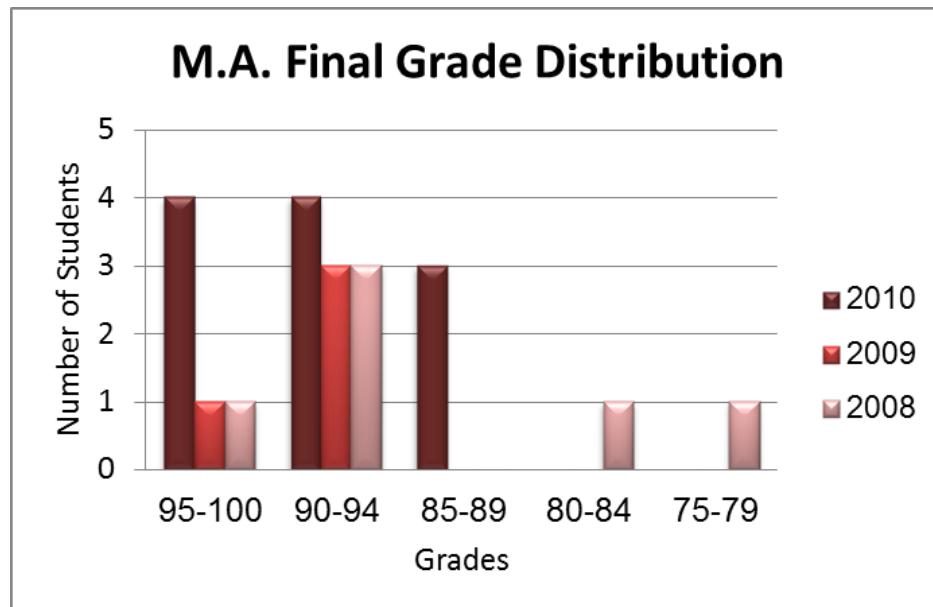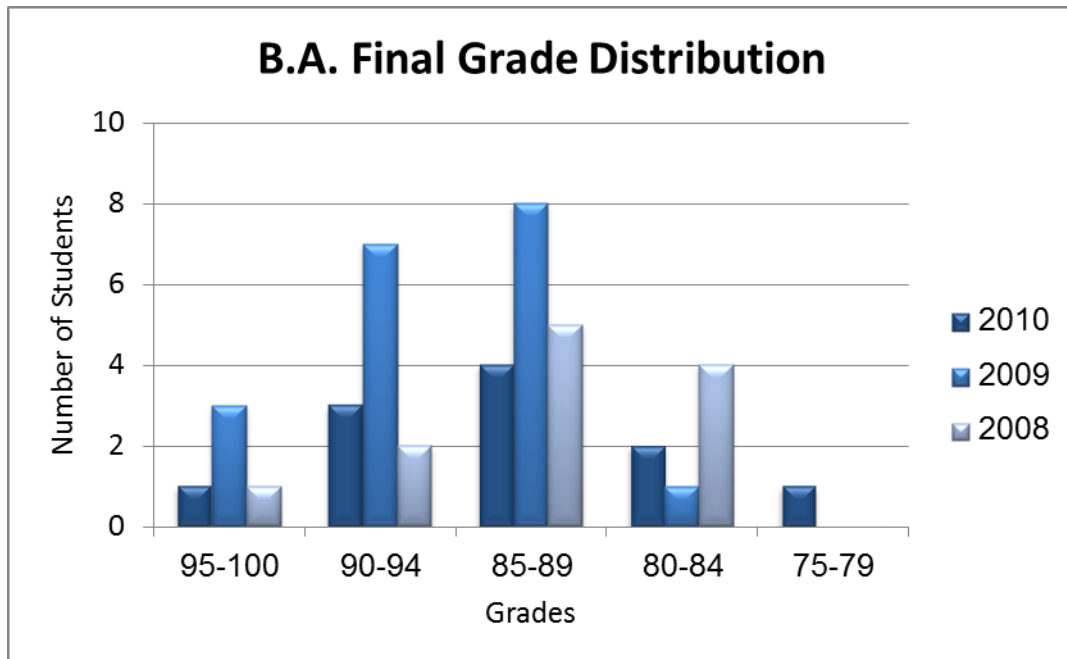
The final M.A. grade is a weighted average of the course grades, seminars, final examinations and M.A. research paper (which constitutes 35% of the final MA grade). For data on thesis grade see section 3.3.4.2.2d.

3.3.4.2.2. Written assignments (projects, thesis, dissertations)

a. **Describe the types of written assignments and other projects required in the program, their contents and scope (seminar papers, degree papers, thesis, training period, practical training etc).**

In many first-year *required* B.A. courses, and in some other courses as well, the students must submit one or more written assignments during the duration of the course. These written assignments typically account for up to 25% of the final grade in those courses. Examples are "Vocalization" (Niqqud), "Hebrew Syntax", "Introduction to Linguistics" (50% of the grade in this course), and more. In the required course "Bibliographical Guidance for B.A. Students," the final grade is based solely on the written assignments.

B.A. students and M.A. students must submit *seminar papers* as a requirement for the degree (see section 3.2.2). Seminar papers can be submitted in B.A. courses defined as seminars, and in all M.A. courses (except for workshops in the Language Editing track). Seminar papers in the Department often consist of a detailed linguistic analysis of a specific text, be it ancient (e.g., Old Aramaic inscriptions, medieval manuscripts) or modern (e.g., an early twentieth-century newspaper), or a comparison between two or more different texts. Some seminar papers focus on oral texts, such as reading traditions of the Mishnah from a certain Jewish community, Modern Hebrew speech, or an oral text in a dialect of a Jewish language. Many of the teachers request that the students submit to them the outline of the proposed seminar paper for their approval.

In most B.A. seminars and M.A. courses the students are also requested to make an in-class presentation, in addition to submitting a written seminar paper or final paper/examination. The presentation varies depending on the course and teacher, and may include a discussion of a published scientific paper or portions of the student's own research paper.

In courses in which a written paper replaces the final examination, the scope of the final paper is more limited than that of a seminar paper, but is more extensive than the typical essays required in examinations.

M.A. students in the research track must write a research paper (an extended seminar paper that   displays clear research capabilities). The paper should be 40 – 80 pages long.

In the M.A. Language Editing track there is a significant emphasis on written assignments in courses and in workshops. The students are also required to spend 150 hours training with a language editor in an external organization such as a publishing house or broadcasting organization. At the end of the period they must submit a concluding paper that shows the practical experience they have acquired through the work they have done during this training period.

b. Who constructs the assignments and how is the validity of the assignments assessed?

The written assignments are prepared by the teachers themselves. In seminar papers and research papers the topic is either selected by the student and approved by the teacher or, alternatively, suggested to the student by the teacher. The written assignments are checked and graded by the teacher. The student receives the corrected and graded written assignment. The student may then appeal to the teacher and ask for further explanations. If not satisfied with the teacher's reply, the student may appeal to the Chair of the Department.

M.A. research papers are read and graded by two independent readers, one of whom is the student's advisor. The final grade of the research paper is the average of the grades given by readers. In case of significant disagreement between the two readers (20 points or more) the research paper is automatically given to a third reader.

c. What are the methods applied to evaluate written assignments and projects? What kind of feedback, apart from the grade, is given to the students in relation to these assignments and projects?

One of the goals of the written assignments, in particular seminar papers, is to teach the student how to write a research essay. Hence, in addition to the content of the paper, evaluations also pay attention to methodological aspects. The teachers encourage the students to plan their essay in a methodic way, to use the recommended bibliography, to add additional research material, and to adopt a scientific writing style (including footnotes and bibliography).

The overall evaluation of the papers takes in account criteria such as:

- Focus on the selected topic

- Internal coherence, consistency, and logic

- Ability to develop the arguments and base them on evidence

- Presentation of the conclusions in a clear and concise manner

- Originality

- Use of primary sources (e.g., texts, questionnaires) and their integration into the paper

- Use of the relevant bibliography on the topic

- Integration of themes discussed in class

- Correct style and usage of references, footnotes, and bibliography

Many teachers require an outline and at least one personal meeting before allowing the student to proceed with the work. Students are also encouraged to turn to their teachers with question and general guidance as they procede. Many students meet with their teachers and discuss their papers in the course of writing them.

The main feedback that is given to the students in relation to the written assignments, apart from the grade, is multiple written comments throughout the paper. These comments address factual errors, linguistic features that were not noticed in the analyzed text, unsubstantiated assumptions, the conclusion, methodology, strength of arguments, typographical errors, incomplete bibliography, etc. Clearly, comments may also congratulate the student on a keen observation or a well conceived argument. While the extent and level of details of these comments vary from one teacher to another, including them is, nonetheless, a common practice in the Department. In addition, many teachers conclude their evaluation of the paper with several sentences giving a general evaluation of the work.

After receiving the graded paper, and after reading the teacher's comments, the student may request a meeting with the teacher for further discussion of the paper. Students who write outstanding papers with strong innovative research content are encouraged by their teachers to rewrite them as research articles and submit them to professional journals.

d. **What is the average grade given to the graduates of the program in the final project/ final seminar/thesis in each of the last three years? Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.**

Average Final M.A. Thesis Grade
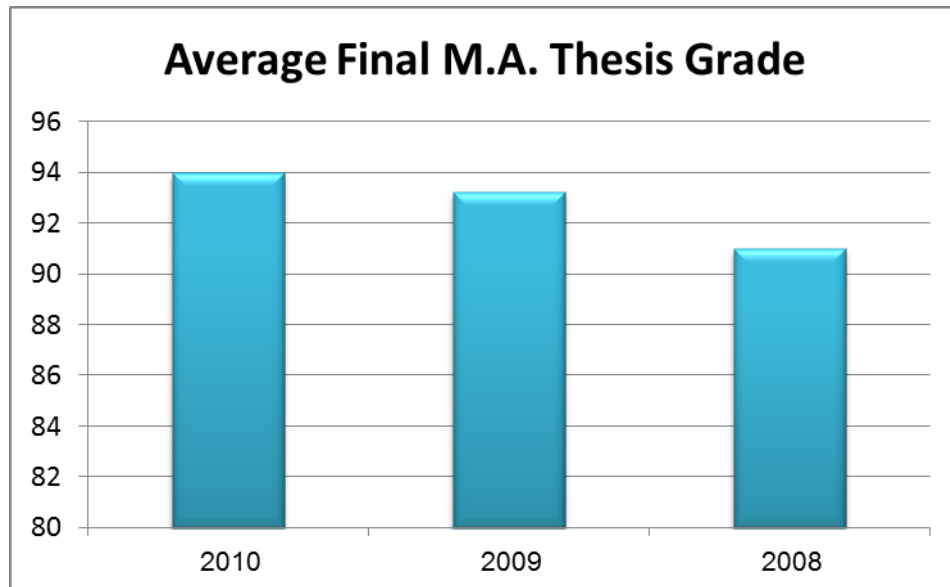
 3.2.11.3. **Please specify the number of graduates who graduated with honors.**

The following table includes data about graduates of the Department enrolled in the Faculty of Humanities who graduated with honors in the last 3 years (no data could be provided by the university authorities regarding graduates of the Department enrolled in other faculties):

year	B.A.		M.A.	
	Cum laude	Summa cum laude	Cum laude	Summa cum laude
2010	1	1	5	0
2009	5	1	2	0
2008	2	0	1	0

The cutoff grade for graduation with honors is determined on a yearly basis, and depends on the range of final grades obtained by graduates in that specific year. Graduation with honors is granted to the top 20% of the graduates of the B.A. in each faculty (of which the top 2% are granted summa cum laude, the rest cum laude) and to the top 25% of graduates in the M.A. in each faculty (of which the top 3% are granted summa cum laude, the rest cum laude). Different cutoff grades therefore apply to our B.A. students according to the faculty in which they are adminsitratively enrolled (Humanities or Social Sciences).

These are the cutoff grades in the last 3 years (H=cutoff grade in the Faculty of Humanities; SS=cutoff grade in the Faculty of Social Sciences):

Year	B.A.		M.A.	
	Cum laude	Summa cum laude	Cum laude	Summa cum laude
2010	91.64 (H) 90.73 (SS)	96.43 (H) 94.96 (SS)	93.59 (H) 92.59 (SS)	96.88 (H) 95.54 (SS)
2009	92.49 (H) 92.09 (SS)	95.94 (H) 94.89 (SS)	93.36 (H) 92.06 (SS)	97.66 (H) 95.87 (SS)
2008	90.71 (H) 90.67 (SS)	95.62 (H) 94.62 (SS)	93.60 (H) 92.15 (SS)	96.65 (H) 95.01 (SS)

3.2.11.4. <u>Other</u> - any other methods applied to measure the achievements of the students used by the institution.

As noted above, the students' achievements are measured by a breadth of methods: written mid-terms and final examinations, written assignments, final papers, seminar papers, and presentations in class. In the M.A. Language Editing track, there is also a hands-on training period (see section 3.3.4.2.2.a).

Some teachers also take into account active participation in class discussions, primarily in small classes and seminars. The teachers are always on the lookout for outstanding students, whom they seek to encourage. Upon availability of research funds, such students are approached by the teachers and invited to be research assistants.

3.2.12. In summary, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Do you think that the intended LO were achieved by the students?

Overall, we believe that the methods applied to measure the teaching and learning outcomes achieve their goals. The diversity of methods used enables a multi-faceted evaluation of students' achievements. These address acquired knowledge as well as implementation of scientific methodologies, mastering of factual data as well as original and innovative thinking.

While most of the methods applied to evaluate LO are time-tested and have proven their effectiveness and accuracy throughout the years, there is also a gradual evolution in these methods. Primarily, we see an increased presence of Information Technology in the classroom, and increased use of IT tools in preparation of written assignments and seminar papers.

Judging by the overall achievements of our undergraduate and graduate students it seems that the intended LO are generally achieved by the students. The distribution of final grades and the presence of our students among the Summa Cum Laude and Cum Laude graduates testify to that. Furthermore, graduates of our programs are highly sought-after in the work place and many of them continue on to academic careers.

_____

To this section please attach in the form of Table 3 (page 18) the rankings of the courses as found in the results of the teaching surveys given by the program in the last 5 years (those of faculty members and those of adjuncts). Please divide the information by obligatory courses, elective courses, seminars, and labs/workshops. If the program used other methods of evaluation, please specify them.

To this section, please attach the following appendices on a CD:

- **5-10 examples of Thesis.**

- **5-10 examples of Dissertations (and relevant publications).**

- **5-10 examples of final projects.**

3.3. Students

3.4.1 Please provide in the form of a table the number of students enrolled in the program (on all levels) over the past 5 years.

	B.A.			M.A.			Ph.D.
2006	1st year	23	Total: 65	1st year	17	Total: 43	19
	2nd year	23		2nd year	11		
	3rd year	12		3rd year on	15		
	4th year on	7					
2007	1st year	13	Total: 69	1st year	14	Total: 45	19
	2nd year	25		2nd year	16		
	3rd year	21		3rd year on	15		
	4th year on	10					
2008	1st year	27	Total: 74	1st year	8	Total: 51	13
	2nd year	16		2nd year	15		
	3rd year	19		3rd year on	28		
	4th year on	12					
2009	1st year	22	Total: 65	1st year	12	Total: 48	9
	2nd year	21		2nd year	9		
	3rd year	12		3rd year on	27		
	4th year on	10					
2010	1st year	14	Total: 55	1st year	4	Total: 41	17
	2nd year	16		2nd year	9		
	3rd year	16		3rd year on	28		
	4th year on	9					

The number of first year B.A. students in 2011: 19

The number of first year M.A. students in 2011: 10

3.4.2 What are the entry requirements/criteria for the program and the <u>actual</u> admission data (first degree and advanced degrees), including the "on probation" status.

The admission requirements for undergraduate students are determined by the University; the Department is not involved in the process of registration and admission. All candidates above a certain weighted score (determined on a yearly basis by the University) are considered eligible by the University and are accepted to the program.

Admissions requirements for B.A. students:

- Entitlement to the Israeli Matriculation Certificate ("Bagrut" Certificate)

- A sufficient score on the Israeli Psychometric Test.

- Knowledge of the English language – meeting the University's minimum requirements (Level 3 until 2009, level 2 from 2010 on).

- Knowledge of the Hebrew language – students who did not attend a Hebrew-language high school must pass the university Hebrew language proficiency examination.

These requirements, which apply to all undergraduate candidates in all academic disciplines, were enacted by the University in order to locate and accept for studies candidates with the best prospects of successfully completing their studies. It should be noted that for candidates to the Department of Hebrew and Jewish Languages the requirements for knowledge of Hebrew are *higher* than the minimum requirement set by the university.

Admissions requirements for M.A. students:

Candidates to the M.A. program in Hebrew Language are admitted provided they have completed their studies in a Hebrew Language department at one of the universities in the country with an average grade of 80. Graduates of other departments, as well as graduates of academic institutions other than universities, are required to fulfill supplementary studies of 12-16 hours of B.A. classes, according to a program determined by the M.A. advisor for each student individually. Students may start their M.A. studies after they have completed the supplementary studies with an average grade of 80.

Candidates to the M.A. program in Jewish Languages are admitted provided they have completed their studies in a linguistic or a literary oriented department at one of the universities in the country with an average grade of 80. These graduates meet with the program's advisor and are assigned individually designed supplementary studies if needed. Graduates of other departments, as well as graduates of academic institutions other than universities, are required to fulfill supplementary studies as defined above.

Admissions requirements for Ph.D. students:

The minimum requirements for acceptance to the Ph.D. program as set by the Faculty of Humanities are a grade of 90 on the M.A. research paper, a grade point average of 85 in the M.A. studies, and a grade of 85 on the M.A. Departmental comprehensive examinations. In addition, students must submit two letters of recommendation, a transcript, a curriculum vitae, a summary of the M.A. research paper, a document explaining the intended field of research in the doctoral studies, and the agreeement of a tenured faculty member to supervise (in the event that the student has not yet found a faculty member, he may be accepted provisionally for a period of one semester).

Until the 2009-2010 academic year, doctoral students were wholly under the supervision of the Authority for Research Students, a centralized body located on Givat Ram, which oversaw all doctoral students in the Hebrew University. Individual departments had no role in accepting or supervising students, and the students were nominally listed as being registered through the departments on the basis of the departmental affiliation of the supervisor. Doctoral students were in direct contact only with their supervisors and with the Authority.

Beginning in the current academic year, the Authority for Research Students has devolved some responsibilities to the different Schools in the Faculty of Humanities. In the case of the Department of Hebrew Language and Jewish Languages, which is a member of the School of Language Sciences, all potential doctoral students are now accepted or rejected by a special committee of the School made up of three faculty members from departments that fall under the aegis of the School. The committee meets twice a year to review the background, proposals, and suggested supervisors of the candidates.

Please submit data concerning the number of applicants, admitted students, and enrolled students in the program in the last five years (divided by degree) as follows:

a. The number of candidates that applied to the program, the number of admitted students, the number of students that began their studies, and the number of students that completed their studies, including those admitted "on probation".

Degree		2007	2008	2009	2010	2011
BA	Applicants	51	79	55	52	48
	admitted*	22	44	32	21	23
	Enrolled	13	28	24	14	19
MA	Applicants	19	20	23	11	17
	admitted*	12	8	13	4	12
	Enrolled	11	8	11	4	10

* including applicants whose acceptance to the program was cancelled due to acceptance to a study program in a higher priority (see details in section 3.4.3).

No students were admitted "on probation." The number of graduates is provided in section 3.1.6.

b. What are the de facto admission criteria for the program? If there is a discrepancy between the admission criteria and the de facto admission data please specify.

There is no discrepancy between the admissions criteria and the de facto admissions data.

c. In the format of a histogram, please present the range of psychometric test scores or the equivalent as well as the range of matriculation averages of the students that were admitted to the program in the last five years.

The following data was provided by the University Admissions Office on de facto admissions data of students accepted to the program:

		2007	2008	2009	2010	2011
Matriculation grades	Average grade	10.06	10.25	10.13	10.15	10.18
	Number of Applicants*	11	22	22	13	19

Psychometric score	Average grade	611.1	628.6	615.4	641.1	646.3
	Number of Applicants*	11	23	20	11	19
Number of graduates of Pre-Academic Preparatory Program (Mechina)		0	2	0	0	1

Notes: The grades in the psychometric test range between 200 and 800, with a mean of 560 and a standard deviation of 90. The maximum Matriculation grade may be greater than 10 because students may get bonus points if they are enrolled in advanced classes. Some students with a matriculation average higher than 9.75 were accepted through the "direct admittance" procedure (see section 3.4.3), which does not require a psychometric test. Hence, the average Psychometric Score presented in this table and in the figure is an *underestimation* of the actual average Psychometric Score. Some overseas students have no matriculation grades, and their admittance was based on psychometric test scores or the equivalent (e.g., the SAT for students from the United States).

Psychometric Score *
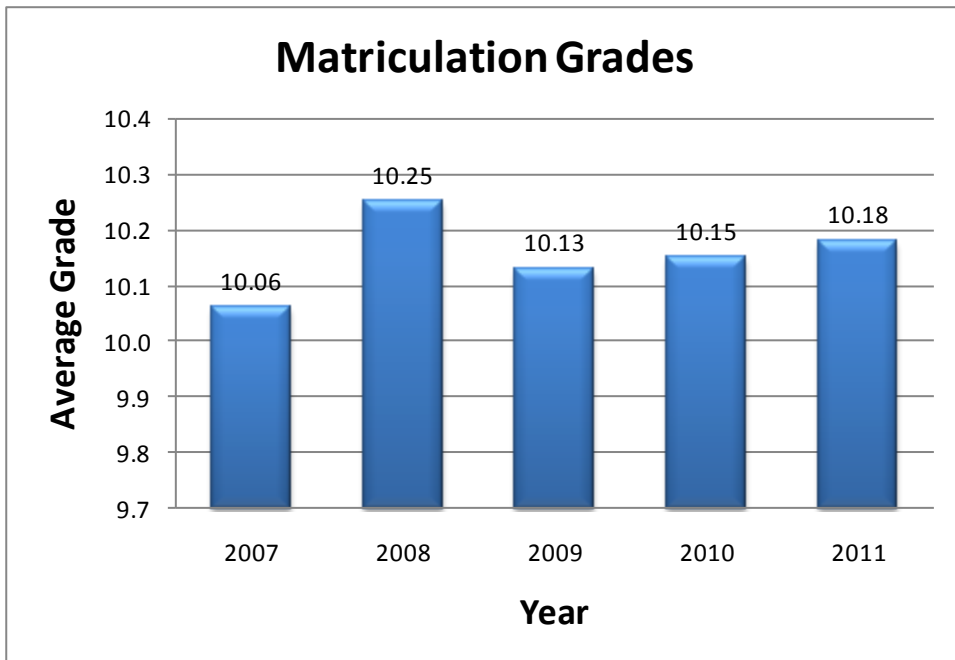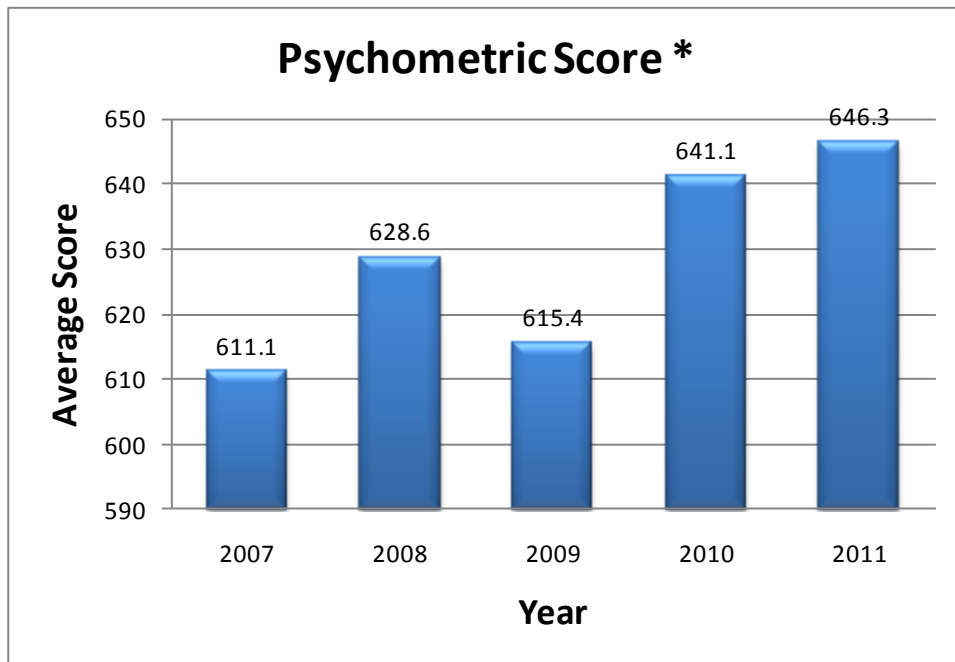
* This is an underestimation of the average Psychometric Score, see above.

d. Data regarding the alumni of the programs (in all levels): E.g., the number of students who continued on to advanced studies, employment data.

The following data refers to alumni who continued on to advanced studies in the Department.

	Total number of 1st year M.A. students	Graduates of the Department
2007	14	4
2008	8	3
2009	12	8
2010	4	2
2011	10	7

No systematic data is available on graduates who continued on to advanced studies elsewhere or on alumni employment (but see also section 3.4.10).

3.4.3   Describe the selection and admission process, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an

academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them. How are the admission criteria decided upon, and to what extent are the criteria and procedures for admission related to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) for the program?

No ceiling was fixed for the number of students admitted to the Department at any levels (undergraduate, graduate and research studies). For the requirements in each study program see section 3.2. Students must complete all the requirements of the study program they attend in order to be entitled to a degree.

Admission

The Department has no control over the admission of B.A. students. A description of the admission process conducted by the university appears below.

Candidates for the M.A. program in Hebrew Language are admitted provided they hold a B.A. degree in Hebrew Language from one of the Israeli universities with a final average grade of 80. Graduates of other departments, as well as graduates of Hebrew Language departments in colleges, may enroll for graduate studies in the department, but their acceptance to the M.A. program is conditional upon the successful completion of a program of preparatory studies set up by the M.A. advisor.

Candidates to the M.A. program in Jewish Languages are admitted provided they have completed their studies in a linguistic or a literary oriented department at one of the universities in the country with an average grade of 80. The acceptance of graduates of other departments, as well as graduates of academic institutions other than universities, is conditional upon the successful completion of a program of supplementary studies set up by the M.A. advisor as defined above.

Ph.D. candidates may enroll provided they have completed the research track in their M.A. studies with an average minimum grade of 85, and obtained a minimum grade of 90 on their M.A. research paper. In addition, they need to obtain the consent of one of the faculty members to supervise their work. Until 2010, the admission of Ph.D. candidates was conducted by the Authority

for Research Students. Since 2011, the admission of Ph.D. candidates is conducted by a doctoral committee made up of faculty members from the School of Language Sciences.

Advancement from year to year:

In order to advance to the second year of studies, B.A. students must obtain during their first year of studies a minimum grade of 60 in all classes and a minimum grade of 70 in the course on vocalization (Niqqud – knowledge of vocalization is crucial for most other courses). In order to advance to the third year, students must obtain a grade of 85 in the course on vocalization for students taking Hebrew Language as a major, or 75 in that course for students taking Hebrew Language as a minor. In order to attend seminars, students must complete the appropriate introductory courses in the field; in some special cases students may participate with the permission of the teacher.

In the M.A. program there are no conditions for advancing from year to year. Only students who have obtained an average of 85 in their first year of studies are entitled, however, to continue in the research track and to write an M.A. research paper. Students complete their studies once they have fulfilled all the requirements of the program, including seminar papers and the final M.A. examinations, and in the case of the research track, the M.A. research paper.

Admissions process:

The admissions process is based on a calculation of the applicant's combined score of average matriculation grades and the score on the psychometric test. The average grade in a university preparatory program (Mechina) may be substituted for the matriculation grade. For students with grades from different types of previous studies, the best results are taken in consideration.

"Direct admittance" based on either matriculation grades or psychometric test grades (rather than on a combination of both) applies in the following categories:

- Applicants with a particularly high average of matriculation grades may be admitted solely on the basis of their matriculation grades and are not required to take the psychometric test.

- Applicants holding a recognized academic degree may be admitted on the basis of their final grade in that academic degree and are not required to take the psychometric test.

- Applicants with particularly high grades on the psychometric test may be admitted solely on the basis of their psychometric grades (provided they are eligible for a matriculation diploma).

Overseas students must have earned a high school diploma that is equivalent to an Israeli matriculation diploma, have studied in the university preparatory program for Overseas Students, or have been admitted on the basis of previous academic studies abroad. Graduates of the Hebrew University preparatory program are admitted on the basis of the combined score of their final grade and the score of the psychometric test. Graduates of academic preparatory programs of other universities are admitted based on their score on the psychometric test.

Candidates may apply to as many as four departments, which they are asked to rank according to choice. The selection process is conducted based on this list. If the applicant ranked the Department of Hebrew and Jewish Languages as his/her first choice and was accepted, the next item on the list that may be combined with this program of studies is examined. If the candidate was not accepted to the department that was his first choice, or his/her application to this department is still pending, the second choice is examined, and so forth. If an applicant was accepted to his/her second choice and later his/her first choice is approved, the acceptance in the second choice is automatically cancelled. As a result, certain candidates are accepted to the Department of Hebrew and Jewish Languages at an initial stage, but at a later stage their admittance is cancelled due to their acceptance into a program of study that was ranked higher on their list of priorities.

Applicants whose data did not enable admittance according to the normal requirements, but feel there is additional relevant data, may appeal to the Board of Appeals. No data is available regarding the lowest psychometric score or lowest matriculation grades of students admitted to the program in recent years.

Affirmative action:

Affirmative Action has been applied at the Hebrew University since 2001 in all academic departments, including the Department of Hebrew and Jewish Languages. Applicants who are eligible for personal advancement based on criteria set by the Association for Educational Advancement may

be accepted even if their weighted score is slightly lower than the cutoff grade for departmental admission as well as according to the allocated number of vacancies.

Applicants with special needs (impaired vision, blind, hard of hearing, etc.) are permitted to take the psychometric exam under special conditions. Should those applicants fail to meet the regular admission requirements, they are eligible to appeal to the Board of Appeals.

Support for exceptional students:

Particularly exceptional first-year B.A. students are eligible for a scholarship granted by the Faculty of Humanities. Such students are identified during the admissions process and are notified in the acceptance letter sent out by the university. Students who concentrate in only one department in the faculty are entitled to full exemption from the yearly tuition fee. Students who concentrate in two departments formerly were entitled to exemption from half of the yearly tuition fee, but since 2008 they have been entitled to full exemption. In addition, since 2008 a restricted number of exceptional first year students are granted a departmental scholarship that exempts them from half of the yearly tuition fee. Only students following a full courseload of study are eligible for these scholarships.

Monitoring the admissions policy:

The Selection and Evaluation Unit regularly monitors the admissions process of applicants to the various disciplines and checks the correlation between admissions criteria and study achievements (success, failure, average grades). The relative weight attributed to each type of data is monitored, in order to improve the possibility of predicting the success of candidates in their academic studies. The findings are analyzed by a professional committee of experts from various disciplines (psychology, statistics, and education). According to the results, the committee recommends modifications in the admissions process. The recommendations are discussed with the relevant department in order to arrive at a joint decision on necessary changes.

3.4.4   What are the de facto criteria for advancing to the next year in the program as well as the criteria for completion of the degree, including the graduation requirements.

See sections 3.2 and 3.4.3 .

3.4.5 **What is the yearly drop-out rate of students from the program over the last five years, and what are the reasons for their leaving (academic/financial/other)? Is there satisfaction with the drop-out rate? If not, what steps does the unit take in order to prevent, reduce or increase drop-out?**

The percentages of yearly drop-out of students from the program over the last five years are summarized in the following table. In certain years an increase in the number of students – rather than a drop-out – may be observed (marked with a +):

	2006/7	2007/8	2008/9	2009/10
B.A.				
After 1st year	+8.7%	+23%	22%	27%
After 2nd year	8.7%	24%	25%	24%
M.A.				
After 1st year	6%	+7%	+12.5%	25%

Since the figures range from a 27% drop-out rate to a 23% increase and the number of students involved is relatively small, we regularly investigate why students drop-out. We note the following:

(1) The statistics do not reflect the fact that students who drop out in a certain year often return to complete their studies several years later.

(2) The drop-out rate is often due to personal or economic reasons. Childbearing is the most common personal factor among our female students.

(3) To a certain extent, the drop-out rate may be attributed to the faculty admissions policy. The criteria for admittance to the program are minimal and as a result not only outstanding students are allowed to enroll, but also average students. Yet, because the department is interested in maintaining high academic standards, stringent first year demands serve as a test (for the Department and the students alike) to determine if they meet the standards of the department. The major lithmus test is whether or not the student is able to reach a grade of 85 in the test in vocalization. Another significant test of the student's ability is the demanding Arabic language course.

(4) Some students who have left the Department have dropped out entirely from the University.

(5) The drop-out rate from the program at the completion of the first year of studies occasionally reflects the decision of a student to switch to another department after discovering that the individual initial choice was not felicitous since the program is different from what was envisioned.

It should be stressed that the field of Hebrew may be affected more than other disciplines by the significant difference that exists between the instruction of Hebrew in the Israeli secondary school system and the instruction of Hebrew at the university level. Middle and high school instruction is oriented towards the normative approach, whereas the academic teaching of Hebrew is not. Many students are pleased when they encounter the descriptive methods involved in the academic study of the language. Some, however, enter the program expecting a continuation of the middle and high school prescriptive approach, and are disappointed when they discover that is not the case.

(6) Ironically, the same factor may be responsible for the decision of some students from other disciplines to join the program during their course of studies after they have attended an elective course in Hebrew. These students often report that they had a preliminary interest in the language, but decided to follow Hebrew in their academic studies only after experiencing the significant difference between the secondary school teaching of Hebrew and the university teaching of the topic. This phenomenon, combined with students returning to complete their studies after an initial pause in their education, explains the occasional rise in the number of students in certain years.

(7) It should be noted that many students encounter the difficulty of combining full-time jobs, family obligations, and academic studies. This is a particularly acute problem at the M.A. level. Many of our M.A. students only follow a part-time course of studies, and, thus, from the start, plan to extend their studies over several years. Whereas the majority of students complete their studies in three years at the B.A. level – and only a minority require an additional year – at the M.A. level most students are forced to stretch their studies over an extended period.

(8) A major concern is the drop-out rate between the B.A. and the M.A. The Department has little financial means at its disposal for offering scholarships to students or for employing them as teaching assistants. As a result, many of the best graduates decide not to continue their studies at the Hebrew University. In

some cases, graduates of the Department prefer to continue their studies in departments that can offer them monies or teaching assistantships, as well as a more attractive and varied program.

It is often the case that students resume their studies at a later stage only after obtaining a sounder economic basis. Yet, they, too, still have to combine their studies with a full-time job.

3.4.6 To what extent are the program's students involved in research projects of the staff members? Specify in which projects, the number of students involved and the scope of their involvement. Is there a procedure for encouraging students to carry out independent research of their own?

Advanced students (third year and graduate) are encouraged to become involved in staff research projects. Involvement in such projects supplements the study program and affords students the opportunity to become familiar with new topics and research methods. For instance, eight students have been employed in recent years in a research project, "Linguistic Strata of the Judeo-Arabic Dialect of Constantine (East Algeria)," and within the scope of the project participated in field work with informants, technical digitations of recordings, transcription of Judeo-Arabic texts, and classification of linguistic material, all under the direct supervision of the Principal Investigator.

Students are encouraged to carry out independent research in seminar papers based on primary sources and in the M.A. research paper, the latter regarded as a means of examining the student's potential in engaging in research at the doctoral level. Students in the Jewish Languages program who have a relevant family background are especially encouraged to interview their family members, and carry out independent research into the Jewish dialect of their communities. Many students take up this challenge; some of have also assisted in the compilation of hsitorical dictionaries of their language of specialiation.

Alongside short term research projects, ongoing projects involving students include the Project of Hebrew Linguistic Literature and the Jewish Oral Traditions Research Center, which has employed in the past 40 years several research assistants on a yearly basis. The students employed by the Center participate, in addition to their routine research work, in a weekly workshop, attended by informants and scholars from Israel and abroad. Working at the Center has led to several student

M.A. research papers and doctoral dissertations based on the Center's rich holdings. Throughout the years the Center has trained dozens of students and several of them have become faculty members and researchers in various academic institutions, including the Hebrew University.

3.4.7   Counselling systems:

3.4.7.1 Describe the system of academic counselling for students before and during the period of study (including reference to the structuring and approval of the study curriculum). Do students with special needs receive special support? If so, please specify.

Until 2010 counselling for B.A. students was conducted through the internet and in some cases with the aid of the department secretary. The structured requirements for the B.A. program, which are common to all students, allow for this. The departmental secretary, who has worked in the Department for many years, is skilled in providing the appropriate support for students with standard study programs. Students with questions and special needs have been referred to the Department Chair.

Since 2010 one of the department members serves as an advisor for the B.A. studies. During the past summer, he contacted each of the candidates for studies in the Department and assisted them in compiling their study program. Both the B.A. advisor and the secretary are available for consultations with students during the enrollment period as well as throughout the academic year. Both the secretary and the B.A. advisor regularly consult the Chair of the Department.

Counselling students at the M.A. level is done by the Department Chair, who is responsible for accepting students into the department and for their program of study. Prior to the beginning of the academic year, special counselling days are provided by the Chair and by other faculty members. Ongoing counselling is provided by the Chair throughout the academic year, by email or through personal meetings with students. Counselling students in the M.A. Jewish Languages program is done by the Advisor and coordinator of the program in special counselling days and throughout the academic year.

Students with special needs:

There are a number of facilities available for Hebrew University students with special needs. A description of them is available for students on the web (Hebrew University homepage http://www.huji.ac.il/ and click on Information for Students – Dean of Students Office or direct link: http://studean.huji.ac.il). A detailed list of these facilities follows.

Students with physical disabilities:

In 2003 the Hebrew University began implementing a long-range plan to render all campuses accessible to students with physical disabilities. Construction has now been completed on the Mt. Scopus campus, where appropriate pathways and elevators have been added to accommodate wheelchairs and enable handicapped students access to public facilities, lecture halls, seminar rooms, laboratories, computer facilities, libraries, toilet facilities, cafeterias, etc. The plan will be extended to other campuses when funds become available.

Students with learning disabilities:

Professional personnel provide individual and group counselling and tutoring for students with various types of learning disabilities. The university provides a unique learning environment, which is aimed at helping learning-disabled students maximize their academic achievements.

Blind students and students with impaired vision:

The Hebrew University houses a unique study center for blind students and students with impaired vision. The center provides sophisticated instrumentation, including an audio library and specially-designed computers which are available both at the center and on long-term loans for home and classroom use. All computer facilities are equipped with special software programs. Private tutoring is available both for academic needs and orientation around the campus. Students are examined in the study center with the help of enlarged questionnaires and reades.

Students with hearing disabilities:

Special audio equipment is available for long-term loan. If needed, tutors, photocopies of study material, and other aids are provided. Several lecture halls on Mt. Scopus are equipped with special hearing aids.

<u>Psychological counselling:</u>

Counselling by experienced personnel is available on all campuses for Hebrew University students requiring help with personal crises.

<u>Computer Centers – accessibility and software support:</u>

The computer centers on the Mount Scopus campus are accessible to the physically handicapped. The main computer center is equipped with a stair lift, and there is a direct passage between the main computer center and the center for the blind. In the second computer center, which is situated on one floor, there is a ramp which leads from the entrance to the computer area. Also, there is direct access to the center from a parking lot. All the computers in both of the Mount Scopus computer centers are equipped with special software to assist students with disabilities. "Zoom Text" is a program to assist vision-impaired students. "Please Read" enables the computer to read the text aloud. A Word tool called "Dyslexia" contains special editing features for dyslexic students.

<u>Libraries:</u>

In the Central Library of the Mount Scopus campus, all areas are accessible to the handicapped by ramps and elevators. A new worksite for people with disabilities is located in the reference department.

<u>Students on reserve duty:</u>

Students called up for reserve military service during the academic year are provided with assistance to bridge the gap caused by missed class hours (flexibility regarding deadlines, authorization for additional dates for examinations, and coupons for photocopying class notes).

3.4.7.2 **Are counselling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity.**

Counselling and assistance for future professional careers are given personally to students upon demand. Students who wish counselling and assistance consult with staff members either by mail or

personally. There are, however, no formal procedures in this regard. Career counseling is also provided by the office of the Dean of Students (http://studean.huji.ac.il/?cmd=ease.213).

3.4.8 What are the mechanisms that deal with student complaints?

- Complaints concerning grades in examinations are submitted to the secretary, who forwards the complaint to the specific teacher involved. Complaints about grades in seminars are submitted directly to the faculty member involved. If the student remains dissatisfied, he/she is referred to the Chair of the Department, who investigates the complaint and sometimes turns to a third teacher to investigate. The Dean of Students acts as the ombudsman for student complaints In particular, any student who has been sexually harassed can contact the Ombudsman for Cases of Sexual Harassment.

3.4.9 What financial assistance is provided to students with financial problems and to outstanding students? What other types of financial support is available to students?

Financial support for students is provided primarily by the University. The University locates outstanding candidates who are about to begin their studies and exempts them fully from the tuition fees. Throughout their studies, particularly exceptional students may be granted the Dean's Prize or the Rector's Prize, which are based on excellence in grades. M.A. students and Ph.D. candidates may apply for various prizes and scholarships offered by the Institute of Jewish Studies, some of which are based on excellence and others based on different criteria (e.g., disabilities).

The Department is capable of offering only limited amounts of financial support to its students through several funds: the Bankir Fund, the Kutscher Fund, the Fund for the Promotion of Hebrew. The selection of students is decided on by the departmental scholarship committee.

In addition, every student of the Hebrew University is entitled to apply for financial aid. The Student Financial Aid Department (SFAD) grants financial aid based on financial status, academic achievement, and/or other criteria related to specific funds. Beginning students are evaluated according to their university admissions data. Students who are borderline candidates for scholarships are offered a loan at preferential terms. Information on all of the above can be found on the university's website, including deadlines for the submission of applications. The information is

also prominently published on bulletin boards. Application forms are available from the schools' academic secretaries, at the SFAD office and on the website. The study of Ladino is encouraged by the modest scholarships offered by the Israel National Authority for Ladino Culture.

3.4.10 Does the institution and/or the parent unit maintain contact with their alumni, employers, and with employment market. Please specify the measure of integration of alumni into the labour market (especially relevant when the study program a "professional" one): where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment, and how many students continue their studies to advanced degrees or other areas (specify area of study and degree level). Relevant surveys on this matter would be most appreciated.

The institution does not maintain official contact with its alumni, but the good atmosphere in the Department of Hebrew and Jewish Languages encourages graduates to keep in touch with the Department academic and administrative staff. Many students return over the course of time to follow advanced studies. It should be stresed that our student body is divided fairly evenly between students who enroll in the Department for professional reasons (students who aspire to to become language editors, high school teachers, or instructors of Hebrew as a second language, as well as a few who want to go on to teach at the university level), and students who pursue our program out of pure interest in the subject.

As far as we know, alumni are integrated in the various fields noted in the previous paragraph. Our best graduates often obtain research positions in institutions such as the Academy of the Hebrew Language or serve as instructors in relevant departments in colleges and universities. Other alumni enter careers that require a good knowledge of Hebrew (e.g., print and electronic media, the public service or non-governmental organizations), or pursue professional careers unrelated to their studies.

3.4.11 In summary, what are the strengths and weakness of the issues specified above?

The Department of Hebrew and Jewish Languages has a relatively small student body, and this fact is reflected both in its strengths and weaknesses. The department is not selective in its admissions policy, and the student body is greatly varied in terms of abilities, interests, and reasons for enrolling in the program. Alongside students seeking career training in the field, many others pursue their studies out of sheer interest. Alongside students interested in the modern language, others focus on the language of the traditional Hebrew sources. Despite this diversity, high academic standards are kept, students acquire knowledge of all historical layers of the language, and a good atmosphere is maintained among students, and between them and the departmental staff.

All in all, most students seem to be pleased with their decision to pursue studies in the Department. Drop-out rates are relatively low, students of other departments often join the program at later stages of their studies, and many students come back to complete their studies or to study towards advanced degrees even when initially they seem to have dropped out.

Due to the lack of funds, we are unable to encourage and support outstanding students to pursue advanced degrees. As a result, many of our students are unable to continue their studies immediately upon completion of the B.A. A recurring phenomenon is the enrollment of students to the M.A. program only at a later stage in their life. The need to combine studies with work enables many of those students to pursue only a part-time program, and they therefore have to stretch their studies over an extended period of time. As a result, the average age of our M.A. students is relatively high, and they take a longer period to complete their studies.

The inherent gap between faculty research interests and those of the students has advantages as well as disadvantages. On the one hand, it enables students to familiarize themselves with fields of knowledge that are not readily available to them elsewhere. This exposure enables them to acquire a richer picture of the language than they initially envisioned, and occasionally encourages them to develop genuine interest in these new directions. On the other hand, the shortage of teaching staff does not enable the department to offer as rich and varied a curriculum as it would wish, and potential candidates may be deterred by the absence of some subjects.

All of the Jewish-Language Program courses are electives rather than required courses. Thus the number of participants varies from class to class. There is an uneven division in the number of students participating in the different language classes offered by the Program in Jewish Languages and Literatures, with a relatively high enrollment in Judeo-Arabic classes, which are attended mostly by students who have studied Arabic in high school and/or heard Arabic at home. Since few Israeli high schools offer the non-Jewish correlates of other Jewish languages, such as Spanish, Italian or Persian, and these languages are spoken in fewer Israeli homes, enrollment in the Ladino (Judeo-Spanish), Judeo-Italian and Judeo-Persian courses is smaller. On the other hand, those students who do participate in them are usually highly motivated. They include students who wish to deepen their knowledge of family ethnic traditions no longer actively maintained in their own families, and students who wish to learn about the traditions of Israeli families belonging to ethnic groups other than their own.

Human Resources

3.5.1   Teaching Staff

3.5.1.1   Describe the profile of the program's teaching staff in the format of the tables 2A through 2D (pages 15-17).

The teaching staff of the department is made up of senior faculty and adjunct faculty members. In the academic year 2010/2011 it consisted of the following:

- six full-time senior scholars and one half-time senior scholar (who holds a joint appointment in the School of Language Sciences).
- nine adjunct scholars (one teaching 4 teaching units, the others teaching each 1-2 teaching units).
- three retired scholars who teach voluntarily.

No teaching assistants are employed by the department due to lack of budget.

The senior scholars include two full professors, two associate professors, two senior lecturers, and one lecturer. Five of the adjucnt teachers hold a Ph.D. degree, and four hold an M.A. degree. Four of the adjuct teachers are professional language editors, who teach in the language editing track of the M.A. program. Among the senior faculty, one scholar specializes in Biblical Hebrew (and Northwest Semitic), one in Rabbinic Hebrew (and Aramaic), two in Medieval Hebrew (and also in Jewish Languages), one in Modern Hebrew, one in Jewish Languages, and one in Semitic linguistics and modern linguistic theory.

A detailed description of the teaching staff is provided in the following table:

6.2 - Teaching Staff – Tables no. 2A-2D

Academic Year of Evaluation* - (2010/11)

*The data must refer only to the academic year during which the quality assessment is taking place

Table 2A

Senior Academic Staff Employed[1]

Name of Staff Member			Employment Status	Part of Full time Position **in the Institution**[2]		Part of Full Time Position **in the Program**		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member		Total Weekly Hours for Staff member	Additional Tasks in Institution	No. of Students Receiving Guidance (*)[3]	
First	Family	Title (Dr, Ms, Mr)		Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Weekly Hours	Per Cent		Name of Course	Weekly Hours			2nd Degree	3rd Degree
Yochanan	Breuer	Prof.	Full	6	100						Rabbinic Hebrew, language of the Amora'im, Babylonian Aramaic, Biblical Hebrew, Masora and Teᶜamim, language of S. Y. Agnon	1.Medieval Exegesis and Teᶜamim		6		3	1
												2.Hebrew Morphology: The Noun					

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[1] Senior academic staff include (according to the PBC/VATAT definitions) the following 4 degrees: Lacturer; Senior Lecturer; Associate Professor; Full professor.

[2] In case the employment status in the instituion and in the program are identical, this data can appear only once (please specify that this data is identical).

[3] These columns are relevant only if the program has a masters and doctoral degrees.

												3.Mishnaic Hebrew				
												4. Mishnaic Hebrew Texts				
												5. Lexicology of Biblical and Mishnaic Hebrew				
David	Bunis	Prof.	One semester sabbatical	3	100						Judezmo (Ladino) linguistics and literature; Yiddish linguistics; Jewish languages as a Field of Inquiry	1.Ladino for Beginners: Essentials of Grammar		6	1	2
												2Ladino for Beginners:Analysis of Texts.				
												3.Ladino in Its Regional and Social Diversity				
Steven	Fassberg	Prof	Full	6	100						Biblical Hebrew, Dead Sea Scrolls, Aramaic,	1.Aramaic			2	3
												2.Hebrew of the Dead Sea Scrolls				
												3.Language of Biblical Poetry				
												4. Old Aramaic Inscriptions				

											5. Selected Aramaic Texts from Qumran						
Ahar on	Maman	Prof.	Full-year sabbatical	0							Medieval Hebrew; grammatical thought in the Middle Ages;	sabbatical		0		2	5
Yael	Reshef	Dr.	Full	6	100						Modern Hebrew, revival of Hebrew, language and culture, language and society, language and popular music	1.Semantics and Lexicology		6		2	1
												2.Modern Hebrew					
												3.Styles and Registers in Modern Hebrew					
												4.Polemics and Lingusitical Process in the Revival of Hebrew					
Ofra	Tirosh-Becker	Dr.	Full	6	100						Rabbinic Hebrew in Karaite writings; North-African Judeo-Arabic; Judeo-Arabic translations of the Bible and of post-biblical literature; Medieval Hebrew; The contact between Hebrew and Arabic in the Middle Ages.	1.Hebrew Morphology: The Verb		6		6	
												2.Medieval Hebrew: Arabicized Prose					
												3.Studies in Karaite Hebrew					

												Courses					
												4. Introduction to Eastern and Maghrebian Neo-Judeo-Arabic					
												5. Judeo-Arabic Translations of the Bible					
Elitzur	Bar-Asher Siegal	Dr.	Full	3	100	50					comparative and historical Semitic Linguistics (mainly Hebrew and Aramaic), semantics and syntax, philosophy of language, history of linguistics.	1.Hebrew Historical and Comparative Studies		3			
												2. Interrelationship betweenLexicon, Syntax, and Pragmatics					
												3. Diglossia in the History of the Hebrew Language					
Moshe	Bar-Asher	Prof. Emeritus	Retired - volunteer									Language Planning in Modern Hebrew		1			4

Avi	Hurvitz	Prof. Eme ritus	Retired – volunteer								Historical development of the Hebrew language and its relationship to other Semitic languages during the biblical and post-biblical periods; Northwest Semitic; epigraphy; Aramaic dialectology; Dead Sea Scrolls; Linguistic studies in the realm of biblical criticism			1		
Ashe r	Laufer	Prof. Eme ritus	Retired – volunteer								phonetics and phonology, especially of Modern and Tiberian Hebrew, intonation, computerized speech	1.Phonology of Modern Hebrew 2. Suprasegmentals of Colloquial Hebrew		2		1

Table 2B

Junior Academic Staff Employed

Irrelevant – the Department has no funds to employ junior academic staff.

Table 2C

Adjunct Teaching Staff - Senior

Irrelevant – the Department employs only junior adjunct academic staff.

Table 2D

Adjunct Teaching Staff - Junior

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic					
Uri	Mor	Ph.D.	עמית הוראה ב' (1/5)	2	111 Hebrew of Second Temple Period	25121 Bibliographic Guidance 25141Phonology of Biblical Hebrew	
Barak	Dan	Ph.D.	עמית הוראה ב' (1/5)	2	Biblical Hebrew,	25123 Vocalization	
Talia	Shitrit	M.A.	אסיסטנט א' (¼)	2	Aramaic	25138 Introduction to Linguistics 10806 Phonetic Transcription	
Adina	Moshavi	Ph.D.	עמית הוראה ב' (3/5)	4	Editing	25143 Hebrew Syntax 25145 Biblical Hebrew 25832Topics in Hebrew Pragmatics	
Idit Idit	Wolpe	M.A.	עמית הוראה א' (1/5)	1	Editing	25913 Administrative Editing – Practice	
Ruth	Almagor-Ramon	M.A.	מורה מן החוץ עם זכויות – רמה ב' (1)	1	Editing	25927 Language Editing in Modern Hebrew - Practice	

Anat	Spitzen	M.A.	עמית הוראה ב' (1/10)	1	Editing	25990 Translation Editing – Practice (oneline course)	
Lea	Tzivoni	Ph.D.	עמית הוראה ב' (1/5)	1	Editing	25916 Practical Editing	
Michal	Held	Ph.D.	עמית הוראה ב' (1/5)	2	Judeo-Spanish literature	27681 Introduction to Judeo-Spanish Oral & Written Literature 27683 Holocaust of Sepharadic Jews	

3.5.1.2 How are the staff members divided into areas of specialty in the discipline and to what extent does the faculty profile allow flexibility within the study program.

Members of the Department all specialize in at least two different fields and have been chosen in order to fit the needs of the Department, which are broadly defined in terms of periods as Biblical Hebrew, Rabbinic Hebrew, Medieval Hebrew, Modern Hebrew, Aramaic, and Jewish languages. Diversity in specializations regard linguistic fields as well, namely phonology, morphology, syntax, semantics, sociolinguistics, stylistics, dialectology, language planning, oral traditions, general lingusitics, and Semitic linguistics. The faculty profile allows flexibility within the planning of the program of studies and this flexibility also manifests itself in the rotation of different required courses, which occurs from time to time based on departmental needs.

For details on areas of speciality of staff members see the previous section and the list of publications in appendix 1.

3.5.1.3 What specializations and skills (including experience and training) are required of the staff members teaching in the study program, including those who teach practical courses/practical training.

Senior faculty all hold a Ph.D. degree and are established academics who are active in research. Adjunct faculty are either holders of a Ph.D. or promising Ph.D. candidates. In the case of the M.A. track in Language Editing, the workshops are taught solely by adjunct faculty, all of whom who have distinguished themselves in practical work in the field and have at least an M.A. degree.

Specializations and skills required of the teaching staff for the different fields are demonstrated by the prior studies and publications of the staff. Advanced seminars are taught by staff who specialize in the subject; basic required courses are divided between those who specialize in the subjects and those who have the necessary background to teach an introductory course.

3.5.1.4 What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program?

Staff members are updated academically and professionally through their active participation in local, national, and international conferences as well as their following periodicals and books in their respective fields. Staff members are updated with regard to the program through regular participation in departmental meetings.

3.5.1.5 What are the rules, criteria and procedures for appointing the head of the study program and the staff, including tenure and promotion, the standard duration of service at each position, renewal of appointment in elected positions and dismissals? What steps are taken to ensure that the faculty are informed of these policies and procedures? Are you satisfied with these procedures?

The Chair of the Department is chosen by the tenured members of the Department in a secret vote, which must be ratified by the Dean of the Faculty of Humanities. The term of office is usually two or three years, and it rotates among the tenured members of faculty whom the majority of members feels has the necessary management skills. The Chair may be reelected. The heads of the different research centers in the cluster of research centers under the aegis of the Department and the members of the academic committee of the Ben-Yehuda Center are appointed by the Dean of the Faculty and approved by the Standing Committee of the University. They are chosen based on their research and academic interests, and their administrative skills.

The hiring and dismissal of adjunct members of the Department is done by the Chair of the Department in consultation with the other members of the Department. The decision to hire or dismiss is based on teacher evaluations, student evalualations, and departmental budgetary considerations. The offering of courses to adjunct faculty is always made with the express warning that the Department (and Faculty) will not know until late in the summer if it will receive a large enough budget in the Fall to enable their employment.

Recruiting tenure-track appointments depends on the decision of the Faculty of Humanities Development Committee as to whether or not the Department will receive a future position. The

Development Committee makes its decision, among other things, based on the recommendations and requests of the different departments. As a first step, the senior faculty of the Department of Hebrew and Jewish Languages consult one another as to what field is most in need of a future appointment and pass on their recommendation and request to the Dean.

The granting of tenure begins with the meeting and discussion of the tenured faculty, whose recommendation is passed on to the Dean. Promotions are the responsibility of the Dean: any member of the faculty may recommend to him that another member be promoted.

The Office of the Dean is responsible for conducting academic promotions. In the case of lecturers without tenure, university regulations stipulate that they are reviewed after three years, and after six years they must be either put forward for promotion or dismissed. For promotions to Associate Professor and Full Professor, the Academic Secretary of the university circulates a notice each year inviting members of all faculties to recommend to their Deans colleagues, who, in their opinion are worthy of promotion. The Dean and Rector, and not the Chair of the Department, decide on the latter promotions.

3.5.1.6 What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position?

The Chair is the overall head of the Department and as such bears all academic and administrative responsibility for the running of departmental study programs. The Chair is responsible for the budget that is received from the Faculty, preparing the yearly course curriculum, hiring and firing adjunct teachers, appointing departmental committees, and ensuring the smooth running of the Department. The chair also serves as M.A. advisor, as head of the Ben-Yehuda Research Center and as director of the cluster of research centers of the Department.

The Chair represents the Department before the Chair of the Institute for Jewish Studies, the Dean of the Faculty of Humanities, the Rector, and the President.

The Chair must be a tenured member of the Department who enjoys the support and trust of the majority of other tenured members of the Department. It is a rotating position that is not automatically conferred on all members of the Department: in the past there have been members who

have sought the position, but the majority of colleagues did not feel that they had the necessary managerial and academic skills to execute fully the responsibilities of the position.

3.5.1.7 How is full employment defined in the institution for senior and junior staff, and how many hours are they required to teach in each of the study programs?

Full employment is six to eight hours of frontal teaching a week in addition to conducting scholarly research and filling administrative positions. In special cases, members of the Department who hold important administrative positions outside of the Department may be required to teach only four hours. In the past one member of the Department who had an inordinately large number of doctoral students also was given permission to teach only four hours.

3.5.1.8 Are staff members obliged to serve as advisors for final projects, theses and dissertations? Are there criteria for assigning advisors to the above-mentioned papers and projects?

All tenured faculty may serve as M.A. and Ph.D. supervisors. According to the regulations of the university, junior faculty may only serve as Ph.D. supervisors if tenured faculty also serves with them. Candidates for the writing of M.A. and Ph.D. papers are directed by the head of department to the appropriate faculty members in the field. Beginning next year, the approval of Ph.D. supervisors will be devolved from the Authority for Research Students to the standing doctoral committees established in each discipline.

3.5.1.9 What is the policy regarding recruiting and absorbing teaching staff (senior as well as junior) and what are the plans for the <u>future</u> recruitment to the study program? How are these plans made and by whom?

Recruitment is not done by the Department. It is the responsibility of the Faculty. As noted above (section 3.5.1.5), the Department informs the Dean of its teaching and research needs, but it is the Faculty that decides on recruiting staff through job advertisements in newspapers, newsletters, and professional organizations. The future needs of the Department are discussed by the tenured members of the Department and presented to the Dean by the Chair.

3.5.2   **Technical and administrative staff**

Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?

There is one full-time secretary for the Department, who is shared with the Department of Arabic Language and Literature. The secretary is responsible for the administrative aspects of the Department's activities, and provides services for both students and teachers. Among other things, her job is to distribute mail and information among the teachers, help plan the logistics of the course curriculum (hours, days, rooms, examinations), provide teachers with classroom tools (e.g., magic markers for the 'white' blackboards in the classroom), prepare photocopies and handouts when there is a departmental budget for it, aid in the logistics of arranging special lectures and conferences, report grades, calculate grade point averages, register students for courses, etc. In the age of email and internet-supported courses, many former activities performed by the secretary are now performed by the teachers.

The secretary also frequently helps students obtain general information about the Department and the University by referring them to the proper authorities in matters of University registration, tuition, changes of courses, and the like.

Student evaluations have consistently rated the full-time secretary as one of the best in the University.

3.5.3   **In summary, what are the points of strength and weakness of the human resources (teaching staff, technical and administrative staff)?**

A strength of the teaching staff in the Department of Hebrew and Jewish Languages is that senior members all specialize in more than one area: this manifests itself in their areas of research and in the range of courses they manage to offer. Though the number of senior members is relatively limited, they manage to cover the goals of the teaching program and to offer some variety in the selection of electives, albeit not as much as they would like. Another strength of the senior teaching staff is the

quality of their research as demonstrated by the journals and series in which they publish, as well as their involvement in professional societies and international conferences.

The adjunct faculty also consists of promising young scholars, and of experienced professional language editors in the language editing track. The chairs of the Department have always sought out the best younger candidates in order to maintain the high tradition of research and teaching.

As for the administrative staff, the departmental secretary is exceptionally helpful to students and her warmth and aid to them is praised by all, as can be seen in the evaluations she receives.

3.4.Infrastructure

Note: In this chapter, describe the overall physical infrastructure that serves the unit and the study program under evaluation. To what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

3.6.1 Administration

3.6.1.1 What is the physical location of the unit in the institution, in which building is it located, and where does the study program under evaluation operate? Do other study programs share the building?

The Department of Hebrew and Jewish Languages is located in the Faculty of Humanities building on the Mt. Scopus campus of the Hebrew University. The building serves all departments and programs of the Faculty of Humanities. The research centers of the Department are located in the Rabin building.

3.6.1.2 How many rooms serve the academic staff (senior, junior and external) and technical staff of the program, and what equipment is available in each room?

Each senior staff member has his/her own office, including professors emeriti who volunteer to teach classes. Junior and external academic staff share office space. The offices of the teachers in the Department of Hebrew Language are located on the 6th floor of section 1 of the Humanities building (the area of Jewish Studies). The offices of the teachers of Jewish Languages are located in the Rabin building. In all, fourteen offices are occupied by senior and adjunct academic staff. Rooms are provided by the university with desks, chairs and a limited number of shelves. Other equipment (e.g., computer, printer, fax) must be secured by the teachers themsleves, either through their own resources or through the use of research grants.

The departmental secretary occupies office space in the 4th floor of section 5 of the Humanities building (the administrative staff area). The office is equipped with a desktop computer and a printer.

3.6.2 <u>**Classes**</u>

3.6.2.1 **How many classrooms, seminar rooms, rooms for group activities, and auditoria serve the study program, how many seats do they have, and what is the equipment can in each room /classroom/auditorium (including reference to the possibility of using personal laptop computers on campus).**

Classrooms are shared by all units of the Faculty of Humanities, and are allocated by the faculty according to need. A variety of classes is available in the faculty building, and the classroom allocated to each course is based on class size and class type (frontal teaching vs. seminar discussion). Special equipment (such as audio-video facilities or the use of IT) is available in 'smart' classrooms, and is allocated to courses upon request, on a permanent or occasional basis.

During the preparation of the study program of any relevant year, classrooms are assigned to the study program by the Faculty, according to the unit's request (via the departmental secretary). The type of classrooms assigned to the unit and its study program's courses are determined according to the following criteria:1) the number of students enrolled in the course; 2) the type of course – lecture or seminar; 3) the need for a multimedia classroom.

The Faculty of Humanities has at its disposal:

- A total of 71 classrooms. Each classroom has up to 33 seats; in most classrooms, the seats have small writing surfaces attached to them ("tablet arm desks"). Every classroom has a few electric outlets or wall sockets for the use of laptops (not enough, however, for all the students).

- 17 'smart' classrooms (i.e., equipped with an LCD projector, a screen, a computer, and internet access; or with an LCD projector only).

- 21 seminar rooms (seminar rooms are designed for up to 25 students, and contain one large table around which the lecturer and students sit).

- 1 large auditorium, containing 300 seats; it is also a multimedia room.

All classrooms have heating (not always functional); 61 classes have airconditioning. All classrooms are now equipped with boards for use with colored markers.

3.6.2.2 Do the parent unit and study program have access to additional facilities for special purposes, e.g. conference rooms, study centres, research centres and meeting rooms? If teaching activities take place outside the campus, please specify which activities and the frameworks in which they are carried out.

The Department may book a variety of rooms as needed for conferences, meetings, public lectures, orientation events, etc. both in the Faculty building and in the Rabin building free of charge. Additional facilities may be rented from the Meirsdorf Faculty Club Building.

In some courses there are field trips outside of the campus. For example in in the course "Karaite Hebrew" students visit the Karaite center and synagogue in Ramla, and in the workshop "Preparing for print", which is part of the M.A. Language Editing track, students visit printing houses (for more detail see section 3.3.3 above).

3.6.3 Computerization

Please specify the computer layout, and how does it serves the study program. E.g., how many computer labs serve the students in the program, and how many computers are there in each lab? Specify the existing hardware and software, and state if it includes special hardware and/or software.

Computer services for students are provided by the university's computing division. Students may use the computer labs that are spread out across campus. The Mount Scopus campus has at its disposal a central computer center ("The Computer Farm") which is located in the middle of the campus, between the Faculty of Humanities and the Faculty of Social Sciences. This computer center includes six classrooms (with a varying number of computers – from 14 to 34) and an open gallery (with 21 computers, as well as printers, scanners, and several Macintosh computers). All computers have internet access and the basic needed software, e.g., Microsoft Office. There is also a smaller computer center in the Social Sciences Faculty. In addition, the central library offers a large number of computers as well as a number of scanners, mainly on the third floor of the library (the entrance floor). Likewise, in the first wing of the Faculty of Humanities, there is an open gallery that contains several computers. All have internet access and basic software, as well as a central printer which serves the various computers.

All the above-mentioned computers are accessible to students by entering their I.D. (or passport) numbers and a special personal code. Students also enjoy a personal disk drive which is part of the central server of the University.

3.6.4 Laboratories

What laboratories serve the program, who makes use of them, how are they equipped, and how many seats do they have?

The Department uses two types of laboratories:

(1) Language laboratory: The Faculty's language laboratory is used for the instruction of our first year undergraduate "phonetic transcription" course. This fully computerized laboratory, which includes 25 teacher-controlled positions, enables a hands-on practice of phonetic transcription through the use of recordings. Students may borrow the recordings used in classes from the language laboratories library, and practice on their own in a self-study room equipped with computers and audio facilities, which is located on the language laboratories site. The same facilities are used in the instruction of advanced seminars on the reading traditions of Jewish communities.

(2) Phonetics laboratories: The phonetics laboratories, founded and operated by Prof. Emeritus Asher Laufer of the Department of Hebrew, are used for the instruction of advanced seminars on phonetics (including acoustic phonetics, intonation, and artificial Hebrew speech) and for the research of advanced students on these topics. The laboratory includes teaching space which may accommodate 15-18 students, and facilities for work stations which enable the study of various phonetic phenomena. Such stations use computers, recording equipment, amplifiers, headphones, etc. as well as specialized equipment use by phoneticians only (e.g., laryngograph).

3.6.5 Library and Information Technology (IT)

3.6.5.1 Describe the library, which serves the students and the teaching staff of the study program: location, physical structure, number of titles according to subjects, journals and e-journals, computerised databases, number of obligatory books

relative to the number of students, opening hours, number of seats, number of computers, the library's professional staff and their qualifications. To what extent do the students receive assistance and guidance in the library, the ability of students and teaching staff to use the databases from outside the library? Specify likewise the policy guiding the purchase of material for the library: who make the decisions with regard to the purchase of books, journals, computerised databases etc. and based on which recommendations/requirements, what are the procedures for updating the library, is there a clear and well-defined budget for the library?

Library: A General Description:

The main library on Mt. Scopus, which serves the needs of the Department of Hebrew and Jewish Languages, is the Bloomfield Library for the Humanities and Social Sciences. The library's five-story building is located in the center of the Mt. Scopus campus, lodged between the buildings of the Faculties of Humanities and Social Sciences. The third (entrance) floor's Berel and Agnes Ginges Library Information Centre includes modern study spaces for individuals and groups, with wireless connections for personal laptops, up-to-date computer workstations, study rooms for small groups, a seminar room and a library classroom. The third floor also contains the Reference and Circulation Departments, Periodicals Reading Room and the Administrative offices. The Acquisition and Cataloguing Department are located on the fourth floor. The lower level houses the Photocopy Service and storage facilities. The Reading Rooms on the second, fourth, and fifth floors accommodate book collections shelved according to various fields of study. Each Reading Room measures approximately 3,000 square meters. The offices of subject specialists adjoin the corresponding Reading Rooms; the specialists ofer guidance to students and staff alike.

For more advanced research purposes, students are referred to the richer collections of the Jewish National and University Library at Givat Ram on the Edmond J. Safra campus.

<u>Physical Structure and Computer Stations:</u>

There are about 1,800 seats in the various Reading Rooms, some in quiet areas and some in areas designated for group study. There are also individual study carrels throughout the building for students seeking a quiet private corner. In addition there are classrooms for collaborative learning. The Periodicals Reading Room, where current periodicals are displayed, offers comfortable informal seating.

As for computer stations and printing services, there are about 160 workstations available to students. At the stations, library readers can search the library's catalogues, databases and electronic journals. Access to internet, e-mail, Microsoft Office, and many programs provided by the University Computer Authority is also available. Wireless connection for students with personal laptop computers is accessible in all areas. Library scanners and printers throughout the building provide relevant services to all library patrons.

<u>Working Hours:</u>

The Library opening hours during the academic year are Sun.-Wed. 9:00-22:00, Thurs. 9:00-19:00; Summer hours are Sun.-Thurs. 9:00-19:00.

<u>State of the Collection:</u>

The collection is classified according to the system of the Library of Congress. The books and journals in Hebrew Language and Jewish Studies are located on the fifth floor. The books and journals in general linguistics are located on the fourth floor.

In addition to open access books, most of which may be borrowed (except for periodicals), there is the Reserved Reading Collection (the entrance floor) which comprises items determined by the teachers as required reading for their courses. The list of required reading material is updated every semester. If a title is on the required reading list, the library usually provides a copy for every 30 students (the correlation can be changed in case of need).

No data could be supplied as regards the number of titles or periodicals according to subjects, as well as regarding the number of obligatory books relative to the number of students in the Department of Hebrew and Jewish Languages (however, see the paragraph above concerning the

required reading list). On the whole, the size of the complete collection of the Bloomfield Library comprises of 592,673 catalogued titles, including:

- About 30,000 journals (print and electronic)

- 7,057 DVD and videocassettes

- 20,000 phonograph records and CDs.

- 150 electronic databases

- 1004,552 volumes on shelves

- 10,110 maps

- 9,814 scanned articles in the Reserves

Assistance to Students:

The Department of Hebrew and Jewish Languages is assisted by one part-time professional librarian, who has an academic degree in library science and in humanities. The librarian is responsible for the selection of material, acquisition, cataloguing, and professional advising.

In addition, students may receive individual assistance from the main reference desk, which is located on the entrance floor, during all hours in which the library is open. Individual assistance can also be obtained from a relevant subject specialist librarian by e-mail, by phone, or by appointment. New students are offered library orientation sessions at the beginning of each semester. There are also specialized instruction classes to acquaint new students with the bibliographic materials relevant to the Department. The Reference Department team has also produced a number of YouTube training videos on library resources – linked to the Library homepage and accessible from any computer.

Access to electronic journals and databases:

Students, teachers and researchers can search the Library online catalogue and can access most of the electronic journals and databases from any computer that is connected to the university network on campus or from home. They can access electronic resources from home or dorms by entering a personal identification code

<u>Decisions on the Development of the Collection:</u>

At the beginning of each academic year the Library Authority allocates an acquisitions budget to each individual faculty. Each Faculty Library Committee, whose members are appointed by the Dean, meet and decide on the division of the budget among the many departments and fields of study in the Faculty. Part of the budget is for journal and database subscriptions. The remaining budget is for monographs and non-book materials. Subscriptions are acquired in cooperation with other libraries of the Hebrew University, as well as through Malmad (The Israel Center for Digital Information Services). Subscriptions to new databases are approved only after a trial period in which the librarians, researchers and teachers are requested to give their evaluation. The development of the collection is a joint effort of librarians and faculty members. Selections are made from required reading lists, recommendations by teachers, publishers' catalogues, professional publications, and online resources. Financial donations and book gifts are another source for developing the collection.

3.6.5.2 Do the institution and the study program take steps to enable the convenient access of students with special needs to the study material and the different facilities, e.g. classrooms, laboratories, library? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

<u>Library services for students with physical disabilities:</u>

Workstations for persons with physical disabilities are located on the second and third floors (accessible by elevator) and equipped with: (a) adjustable desk to accommodate the wheelchair-bound and people with back problems; (b) special hardware, e.g., PCs with a large monitor that facilitates computer use by individuals with visual impairments by allowing a continuous display of magnified material without excess scrolling; c) special software. In addition to standard library software, the station offers: ZoomText (i.e. Screen magnification application); Kol Kore (a program that reads aloud Hebrew texts); Natural Reader (a text-to-speech English reading program). Additional devices include headphones, a keyboard with large keys (with shield) and a selection of mouses for the handicapped.

All workstations in the Periodicals Department are equipped with wide-screen 22-inch monitors which are suitable for the visually impaired. Standard printing, scanning, and copying facilities

are located near the workstation. A special copying   machine for the wheelchair-bound can be found on the first floor in the Copying Services Department (accessible by elevator). In addition to free use of this special equipment, during their first year at the University students with physical disabilities are given special guidance on library resources and adaptive technologies.

Access to classrooms and laboratories:

An all-university project is currently under way to make the Hebrew University accessible for people with disabilities. The Mount Scopus campus is the first to undergo the necessary adjustments. In order to enable accessible connections between the third level of the campus serving its central transfer, and the other levels, ramps and elevators were installed. In the Faculty of Humanities, which is the physical core of the Department of Hebrew and Jewish Languages, access to classrooms and language laboratories is facilitated by ramps and elevators. In addition, specially-adapted bathroom facilities were installed.

3.6.5.3   In summary, what are the points of strength and weakness of the physical infrastructure?

The main strength of the physical structure lies in the availability of a variety of teaching spaces, in terms of size, internal organization and equipment. The large selection of room types enables flexibility, and allows faculty members to enrich and modernize the teaching process through the use of language laboratories and multimedia classes throughout the entire term or according to need.

Yet, not all classrooms offer sufficient teaching conditions, since the heating and cooling systems in some rooms are not always functional. In winter time, students constantly get up during classes to switch on or switch off the heating, and in summer time many classes are too hot for efficient learning. The problem is particularly acute during the period of examinations.

The same holds true for the offices of faculty members, none of which are air-conditioned. During the summer months it is often unbearable to sit in the offices because of the heat, and office hours have to take place at alternative locations, such as the cafeteria, where no facilities exist for consulting the library catalogues and the online program of study, which are often needed during meetings with students.

The separation of the secretariat from teachers' offices, which took place at the beginning of the 2009/10 academic year, proved to be counterproductive. Prior to the change, the

secretariat and the offices of the department's teaching staff were adjacent, whereas nowadays they are located at opposite ends of the building. Moreover, the former spacious 2-room offices of the secretariat, which was located by a central open space, were replaced by a very small office located near a narrow corridor. Whereas previously the secretariat served as the living center of the department, enabling informal meetings between faculty members, students, and the administrative staff, now such a possibility no longer exists. The area of faculty offices is mostly desolate, and the former friendly and academically inspiring atmosphere is gone. In addition, receiving services from the secretariat has become a complicated task due to the physical distance and the crowdedness at its new location.

While the library does not necessarily offer a large enough collection due to budget limitations, the library staff is efficient and cooperative. Particular praise is due to Ms. Dafna Mizrahi-Melcer, who was recently appointed as the librarian responsible for the collection in the field of Hebrew Language.

Chapter 4 - <u>Research</u>

Due to the difference in character and research efforts of the various programs under evaluation, we recommend that each institution handle this chapter as it sees fit in accordance with its <u>stated mission</u>.

4.1 What is the department's perception of research, and what are the expected outcomes?

The Department sees research as an essential component of its activities. In addition to the contributions that are made by departmental members to the many subjects and fields taught under the aegis of the Department, it is strongly felt that the research conducted by the teachers has an important and salubrious impact on the quality of the teaching and on the quality of the education that the students receive. Moreover, engaging in research keeps the teachers up-to-date on international scholarly developments. Members of the Department make their research available through the publication of books and articles and through the presentation of lectures in scholarly conferences. The intensive research activity is reflected in the lists of publications provided in the appendix.

For the scientific contribution of the department by editing and publication activity see section 4.2.

4.2 What are the department's special strengths and uniqueness in research (areas, fields?).

All periods of Hebrew (biblical, rabbinic, medieval, and modern) are actively being investigated by members of the Department as can be seen from the articles and monographs that have been published in the past five years. Because members of the Department are interested in more than just one subject and field, research on Medieval Hebrew and Karaites is being conducted by two members of the Department, different aspects and periods of Aramaic by three members, Rabbinic Hebrew by three, and Biblical Hebrew by three. (Because of the teaching needs of the Department, not all members have the opportunity to teach all their areas of research, however). As for Jewish languages, two members of the Department investigate different aspects of Judeo-Arabic, and one member of the Department publishes research based on the comparative analysis of Ladino and Yiddish. It would not be an exaggeration to say that the scholarly contributions produced by members of the Department has a significant impact on the state of research in general.

One of the strengths of the Department is its commitment to and active dissemination of high-quality research, not only of its own members, but also of academics from Israel and abroad. The Department is responsible for the publication of scientific journals and monographs. Through the Ben-Yehuda Center and the Center for the Study of Jewish Languages and Literatures, it is also involved in the publication of books by the Bialik Institute. During the past five years the Department has published a total of five journal volumes and thirteen monographs.

Scientific Journals:

(1) *Language Studies* (מחקרים בלשון)

Current Editors: Prof. Aharon Maman and Prof. Steven Fassberg.

Thirteen (13) volumes of *Language Studies* were published to date. The volumes published in the last 5 years:

- Volume 10 (2005)

- Volume 11-12 (2008)

- Volume 13 (2011)

(2) *Massorot: Studies in Language Traditions and Jewish Languages* (מסורות)

Current editors: Prof. David Bunis and Dr. Ofra Tirosh-Becker.

Fifteen volumes of Massorot have been published to date. The volumes published in the last five years:

- Volume 13-14 (2006)

- Volume 15 (2010)

Monograph Series:

The Department publishes the *Edah ve-Lashon* monograph series, which focuses on Hebrew Language traditions and Jewish languages. Current Editor: Prof. Aharon Maman. Thirty monographs have been published to date. The monographs published in the past five years:

- Yona Sabar, *The Five Scrolls in Jewish Neo-Aramaic Translations*, *Edah ve-Lashon* 26 (2006)

- Ora (Rodrigue) Schwarzwald, *A Dictionary of the Ladino Passover Haggadot, Edah ve-Lashon* 27 (2008)

- Reuven Enoch, *Tavsili – The Traditional Oral Translation of the Bible in Judeo-Georgian, A Critical Edition of Genesis*, *Edah ve-Lashon* 28 (2008)

- Reuven Enoch, *Studies in Tavsili of the Book of Genesis*, *Edah ve-Lashon* 29 (2009)

- Yona Sabar, *Jewish Neo-Aramaic Translations of Hebrew Liturgical Poems: A Critical Edition*, *Edah ve-Lashon* 30 (2009)

Monographs published by the Bialik Institute in cooperation with the Ben-Yehuda Center during the past five years include:

- Moshé Bar-Asher, *Les tradition de l'hébreu des communautés juives du sud-ouest de la France*.

  2 vols. Jerusalem 2006 [in Hebrew].

- Michael Ryzhik, *The Traditions of Mishnaic Hebrew in Italy According to the Medieval Jewish*

  Rituals. Jerusalem 2008 [in Hebrew].

- Chanoch Gamliel, *Linguistics in Rashi's Commentary*. Jerusalem 2010 [in Hebrew].

Monographs published by the Center for the Study of Jewish Languages and Literatures in the field of Jewish languages and literatures (often in cooperation with other institutions):

- Yehudit Henshke, *Hebrew Elements in Daily Speech: A Grammatical Study and Lexicon of the Hebrew Component of Tunisian Judeo-Arabic*, Jerusalem 2007, 12+451 pp. [in Hebrew] (Published in cooperation with the Bialik Institute)

- Simone Mrejen-O'hana, *Le Registre d'Élie Crémieux: Ephémérides de la communauté juive de Carpentras (1736-1769),* Jerusalem 2009, xxvii+500+58 pp. [in Hebrew, introduction in French] (Published in cooperation with the Bialik Institute and the Ben Zvi Institute).

- Joseph Chetrit, *Trésors et textures d'une langue: Etudes socio-pragmatiques sur le judéo-arabe en Afrique du Nord et son composant hébraïque Articles, poèmes, récits et proverbes*, Jerusalem 2009, 16+750+xviii [in Hebrew, introduction in French] (Published in cooperation with the Bialik Institute).

- *Studies in the Culture of North African Jewry*, eds. M. Bar-Asher and S. Fraade, Jerusalem 2011 (published in cooperation with The Program in Judaic Studies at Yale University)

- *Studies in the Culture of North African Jewry: Editions and Analyses of Texts*, eds. M. Bar-Asher and S. Fraade, Jerusalem 2011 [in Hebrew] (published in cooperation with The Program in Judaic Studies at Yale University)

4.3 Please list the leading journals in the field (including ranking, if possible).

There is no ranking of journals in the field as in the social sciences and natural sciences. There are many different excellent journals that publish research articles in Hebrew, French, German, and English. Some of the most important journals in the field are: *ANES, Aramaic Studies, Balshanut Ivrit, Beiträge zur Geschichte der Sprachwissenschaft, Ben Ever la-'Arav, Bibl, BiOr, BSOAS, CBQ, El Prezente, Folia Linguistica, Ha'ivrit we-ahyoteha, Hebrew Studies, Hispania, Iberia Judaica, International Journal of the Sociology of Language, JANES, JAOS, JBL, JJS, JNES, JNWSL, JQR, JSAI, JSS, Judaica Bulletin, Judenspanisch, Katharsis, KUŠŠATU, Lěšonénu, Leshonenu La'am (Ha-ivrit), Massorot, Mediterranean Language Review, Mediterranean Studies, Meghillot, Mehqarim be-Lashon, Orientalia, Pe'amim, RBL, REJ, RevQ, Sefarad, Sefunot, Shnaton, Tarbiz, VT, Yod, ZAH, ZAW, ZDMG.*

Festschriften are also frequent and important collections that contain original research.

4.4 What are the research funds (in $) of the institution, faculty/school, evaluated unit/study program in each of the last five years according to the source of funding: competitive sources, government/public funds, internal funds, other.

Funding for the Research Centers

Senior faculty of the Department head the three departmental research centers and one foundation: the Ben-Yehuda Center for the Study of the History of the Hebrew Language, the Jewish Oral Traditions Research Center, the Center for the Study of Jewish Languages and Literatures, and the Hibshush Foundation for the Advancement of the Instruction of the Traditions of Yemenite Jews. The centers and the foundation are funded primarily by internal non-competitive funds and endowments. In the last 5 years funding for the three centers together totaled more than $476,000 (including overhead).

- The Ben-Yehuda Center for the Study of the History of the Hebrew Language:

  The Center is funded by the Ben-Yehuda Fund. Total funding during the last 5 years was $260,000 (including overhead).

- The Jewish Oral Traditions Research Center:

  The Center is funded both by non-competitive sources (mainly the Canadian Friends of the Hebrew University) and by competitive sources (The Memorial Foundation for Jewish Culture, NY). Total funding during the last 5 years was $125,000 (including overhead). 30% of the funding is from competitive sources.

- The Center for the Study of Jewish Languages and Literatures:

  The Center is funded by the Perlow Fund of the Mandel Institute for Jewish Studies. Total funding during the last 5 years was $35,000 (including overhead).

- The Hibshush Foundation for the Advancement of the Instruction of the Traditions of Yemenite Jews:

  Total funding during the last 5 years was $56,700 (including overhead).

Competitive Funding of Individual Research Programs

The following data was provided by the department's faculty members regarding individual research grants received from competitive sources. The most significant competitive source is the Israel Science Foundation (ISF), although grants were received also from other agencies, such as The European Union Marie-Curie Grant and the University's BioInfoNanoCognoArts Grant.

Prof. Moshe Bar-Asher (Senior Faculty – Emeritus)

2005-2008   Israel Science Foundation (ISF), Research Grant, "A Scientific Edition of the Moroccan Judeo-Arabic Oral Bible Translation (Sharh)" ($100,000)

Dr. Elitzur Bar-Asher Siegal (Senior Faculty)

2011-2014   European Union - European Commission CORDIS, Marie-Curie Grant (FP7-PEOPLE-2010-RG), "Linguistics as a Science - a Historical-Philosophical Study" ($136,000)

2011-2014   Allon Fellowship for Outstanding Young Researchers, Israel Council for Higher Education, Research Grant ($15,000)

Prof. David Bunis (Senior Faculty)

2003-2007   Israel Science Foundation (ISF), Research Grant, "Turkish-Jewish Linguistic Interaction in the Ottoman Empire" (no. 807/03; $100,000)

2009   Israel Science Foundation (ISF), Book publication grant ($10,000)

2009   Doug Schwartz Fund, The Mandel Institute of Jewish Studies, Hebrew University, book publication grant

2011   Swiss Science Foundation, Travel and study grant ($5,000)

Prof. Steven Fassberg (Senior Faculty)

2005-2008   Israel Science Foundation (ISF), Research Grant (No. 032/2387), "The Jewish Neo-Aramaic Dialect of Dohok" ($45,000)

2006-2007   BioInfoNanoCognoArts Grant (Hebrew University Center for Converging Sciences and Technologies), Research Grant (no. 0362231), "The Prehistory of Hebrew" with N. Agmon, A. Belfer-Cohen, and N. Tishbi ($50,000)

Prof. Asher Laufer (Senior Faculty – Emeritus)

2004-2009   A donation from The Bronfman Foundation to the Division of Hebrew Language Instruction at the Rothberg International School for Overseas students enabled the "Sabra Sounds: Learning to Pronounce Hebrew" project; with Ms. Esther Delshad, Ms. Carmia Shoval.

2008   Scientific Committee of the Hebrew University; Book publication grant for the book *Chapters in Phonetics and in Phonetic Transcription*.

Prof. Aharon Maman (Senior Faculty)

2008-2009   Israel Science Foundation (ISF), Research Grant, "Kitab al-Hawi by Rav Hai Gaon" ($40,000)

2010-2012   Israel Science Foundation (ISF), Research Grant, "Al-Kitab al-Mushtamil by Abu al-Faraj Harun" ($60,000)

Dr. Ofra Tirosh-Becker (Senior Faculty)

2003-2007   The Israeli Science Foundation (ISF), "Linguistic Strata of the Judeo-Arabic Dialect of Constantine (East Algeria)" ($85,000)

2005   Charles Wolfson Research Fund, The Hebrew University. Book publication grant ($2,000)

2006   Authority for Research and Development, The Hebrew University, Conference grant ($2,500)

| 2008 | The Israeli Science Foundation (ISF), Workshop Grant ($15,000) (with Prof. Moshe Bar-Asher and Prof. David Bunis) |

2008   The Israeli Science Foundation (ISF), Workshop Grant ($15,000) (with Prof. Moshe Bar-

Asher and Prof. David Bunis)

2008   Authority for Research and Development, The Hebrew University, Conference grant ($3,500)

2010   CRFJ, Conference grant ($3,500)

2010   Authority for Research and Development, The Hebrew University, Conference grant ($3,000)

Dr. Michal Held (Adjunct Faculty)

2007   The M.A Dushkin Foundation, The Institute of Contemporary Jewry, The Hebrew University;

Research publication grant ($1,500)

2007   The academic committee of The Faculty of the Humanities, The Hebrew University; Research

publication grant ($2,500)

2009   The Moshe David Gaon Centre for Ladino Studies, Ben- Gurion University; Research

publication grant.

Note: after the due date of the report, the following data was provided to us by the rector's office regarding research funds received by the department over the past 5 years (sums are quoted in US$):

Source	2010	2009	2008	2007	2006
government / public	89,098	86,547	39,464	21,733	19,253
internal	937,034	929,806	952,212	982,260	1,021,726
competitive	443,995	469,086	398,229	369,699	487,234
other	34,622	62,541	74,249	79,040	61,498
total	1,504,748	1,547,980	1,464,154	1,452,731	1,589,711

We have been unable to clarify the discrepancy between this data and the data provided above.

4.5 Please provide data on research students (master degree with thesis, doctoral degree): overall number (internal/external), sources of funding, level of funding, number of graduates (of the university, faculty/school, parent unit/study program) in each of the last five years.

Data on the number of research students and graduates of the program are provided in sections 3.1.5, 3.4.1 and 3.4.2.

The sources for funding research students are very limited, and we are in serious need of more significant funding for our research students. Typically each year only about 5 graduate students (M.A. or Ph.D. students) receive a somewhat substantial scholarship that may range from $2,000 to $5,000 for the entire year. The sources for these scholarships are either the Mandel Institute for Jewish Studies at the Hebrew University or Misgav Yerushalayim (The Center for Research and Study of Sephardi and Oriental Jewish Heritage) at the Hebrew University.

In the last 5 years one doctoral student received a President Fellowship, but turned it down after he also received a Minerva Fellowship from Germany, and one of our M.A. students received the Rector's Fellowship for outstanding graduate students.

In addition, each year between 7 to 10 research students receive prizes. However most of these prizes range from $100 to $1,500, and are aimed at encouraging the students but do not offer real financial aid. The sources for these prizes are various funds within the Hebrew University, private memorial prizes, and the Ladino Authority.

It should also be mentioned that every year in the last 5 years one or two of our B.A. students received the Rector's Fellowship for undergraduate students.

4.6 Are faculty members required to serve as advisors of senior projects, theses and dissertations? Are there criteria for assigning advisors to different research projects?

Faculty members serve as M.A. and Ph.D. thesis advisors, as well as on Ph.D. committees. They are not required, however, to do so, if they feel that the thesis subject is outside of their area of expertise.

M.A. students contact a faculty member who is an expert in the relevant field of research and ask that faculty member to serve as their thesis advisor. The faculty member, who accepts the role of M.A. thesis advisor, mentors the student during the studies, helps to plan the course of studies, and advises the student during research and thesis writing.

Ph.D. candidates turn directly to a tenured faculty member to serve as a dissertation advisor, who may accept or reject the student. When the student has difficulty locating an advisor, the head of the University Authority for Research Students tries to help find an advisor based on the subject and the fields of competence of available advisors. Ph.D. committees typically have two additional members, apart from the advisor, and one must be either from a different but related department or from a different university. The Ph.D. Committee approves or rejects the student's research proposal. The Advisory Committee members are available for support and advice during the entire research process.

Many senior faculty in our Department serve as M.A. and Ph.D. advisors as well as members of Ph.D. committees both within the University and on committees at other universities in Israel and abroad. See also section 3.4.2.

4.7 Please provide a list of publications in the last five years (only by the teaching staff of the evaluated study program) according to refereed journals, books (originals or editions), professional journals, conference proceedings, professional reports, etc.

The list of publications of the departmental teaching staff is provided in Appendix 1.

4.8 Is there a commercialization unit in the institution? Briefly describe its function: number of patents registered and where have they been registered.

Yissum Research Development Company of the Hebrew University of Jerusalem Ltd. was founded in 1964 to protect and commercialize the Hebrew University's intellectual property. Ranked among the top technology transfer companies in the world, Yissum has registered over 7,000 patents covering 2,023 inventions; it has licensed out 530 technologies and spun-off 72 companies. Products that are based on Hebrew University technologies and were commercialized by Yissum generate today over $2 billion in annual sales. Yissum's business partners span the globe and include companies such as Syngenta, Vilmorin, Monsanto, Novartis, Johnson & Johnson, Roche, Merck, Teva, Google, Adobe, Phillips and many more. For further information please visit www.yissum.co.il.

4.9 Please describe the research infrastructure: research laboratories, specialized equipment, budget for maintenance (level and sources of funding).

See section 3.6.

4.10   Please list grants, honors, fellowships/scholarships, etc. received by faculty (senior and junior).

For competitive grants, see section 4.4 above.

The following are the prizes, honors and fellowships/scholarships received by senior and junior faculty members in the last 5 years.

Prof. Emeritus Moshe Bar-Asher:

2008	The Rothschild Prize for Jewish Studies
2009/10	Zafrani Prize for the Study of Eastern Jewry
forthcoming	Invited keynote speaker, Academy d'Inscriptions et des belles lettres, Paris

Prof. David Bunis:

2006	Yitzhak Ben-Zvi Prize for Research on Jewish Communities in the East, Yad Yitzhak Ben-Zvi, Jerusalem
2008	Keynote speaker for the International Conference on Judezmo Lexicology and Lexicography, Institute for the History of German Jews, Hamburg
2010 (Fall)	Visiting Fellow, Frankel Center for Advanced Judaica Studies, University of Michigan, Ann Arbor

 Prof. Steven Fassberg:

2009 (Fall)	Joseph Gregory McCarthy Visiting Professor, Pontificio Istituto Biblico, Institute, Rome
2010 (Spring)	Visiting Professor, Jewish Theological Seminary of America, New York
May 2010	Annual Semitic Philology Lecture, University of Cambridge, Faculty of Asian and Middle Eastern Studies, United Kingdom

Prof. Emeritus Asher Laufer:

2009	Awarded Life Membership in the International Phonetic Association (IPA)

Prof. Aharon Maman:

2008	The Robert and Michelle Asaraf Prize, The Academy of Hebrew Language
2010-2011	Visiting Fellow, Program in Jewish Studies, Yale University
2011 (spring)	Kennedy Leigh Visiting Fellow, Oxford Centre for Hebrew and Judaica Studies

Dr. Ofra Tirosh-Becker:

2005	Shelomo Dov Goitein Prize for Genizah Studies
2011	The Robert and Michelle Asaraf Prize, The Academy of Hebrew Language

Dr. Barak Dan

2007	The Shelomo Morag Prize
2007/8–2008/9	Eliezer Ben-Yehuda Fellowship, The Hebrew University

Dr. Michal Held:

2010	Distinguished Qualitative Paper Award of the Association of Qualitative Researchers in Israel
2008	Postdoctoral scholarship awarded by the Israeli National Authority for Ladino Culture

Dr. Uri Mor:

2010/11	Dov Sadan Prize, Tel-Aviv University
2010/11	Eliezer Ben-Yehuda Fellowship, The Hebrew University
2005–2009	Kreitman Scholarship, Ben-Gurion University

Dr. Adina Moshavi:

2009/10-2010/11	Eliezer Ben-Yehuda Fellowship, The Hebrew University

Ms. Talia Shitrit:

2010	The Shelomo Morag Prize

Additional honors and awards include:

Six senior faculty are members of the Academy of Hebrew Language:

- Prof. Moshe Bar-Asher – President; Also serves as chairman of the Hebrew Historical Dictionary Project
- Prof. Aharon Maman – Vice President
- Prof. Avi Hurvitz – Full member
- Prof. Steven Fassberg – Full member

- Prof. Yochanan Breuer – Full member

- Dr. Ofra Tirosh-Becker – Advisory member

Dr. Barak Dan is a member of the Scientific Secretariat of the Academy of Hebrew Language

Dr. Elitzur Bar-Asher Siegal

- Edward H. Kavinoky Fellowship, Center for Jewish Studies, Harvard University (2006)

- Graduate Student Award, American Oriental Society (2007)

- Harvard Graduate School Council Grant (2007)

- Lector in Semitics, Yale University (2007-2009)

- Fellow in "Language, Logic and Cognition center" (LLCC) Hebrew University

- Allon Fellowship for Outstanding Young Researchers, Israel Council for Higher Education (2011-2014)

Prof. Emeritus Moshe Bar-Asher

- Bialik Chair in Hebrew Language, The Hebrew University

- Member, Société des Études Juives, France

- Member, The American Academy of Jewish Research

Prof. David Bunis

- Member, Public Council on Eastern Classical Music and Dance, Jerusalem (2006-2011)

- Member, Academic Committee, M. D. Gaon Center for Ladino Studies, Ben-Gurion University (2006-2011)

- Member, Publication Grants Review Board, Israel Science Foundation (2009)

Prof. Steven Fassberg

- Caspar Levias Chair in Ancient Semitic Languages, The Hebrew University

Prof. Emeritus Asher Laufer

- Member, The Council of the International Phonetic Association (IPA) (2008-2011)

- Member, The Council of the Israeli Association for Applied Linguistics (ILASH)

Prof. Aharon Maman

- Bialik Chair in Hebrew Language, The Hebrew University

Dr. Yael Reshef

- Benzion and Lina Halper Lectureship in Hebrew Language, The Hebrew University

Dr. Ofra Tirosh-Becker

- Member, Executive Committee, The Society for Judaeo-Arabic Studies (since 2005)

- Member, International Advisory Board, Jewish Languages Research Web (since 2007)

4.11   Please list cooperation activities by department members both in Israel and abroad.

Prof. Emeritus Moshe Bar-Asher:

- Collaborations with Université Paris 3 - Sorbonne nouvelle, Paris, France

- Collaborations with INALCO, Paris, France

- Academic advisor on North African and Eastern Jewry in the Modern Era, The Program in Judaic Studies at Yale University and The Judaica Collection at Yale University Library**,** New Haven, CT, USA

- Head of the Israeli group, Israeli-French collaborative research group on Jewish Languages; Jointly with the CNRS and the CRFJ (Le centre de recherche français de Jérusalem)

Prof. Yochanan Breuer:

- Head of the Committee for Words in General Use, the Academy of the Hebrew Language

Prof. David Bunis:

- Chief editor (participation with other members of editorial board at Bar-Ilan University and Ben-Gurion University of the Negev): Publication of *Languages and Literatures of Sephardic and Oriental Jews*. Misgav Yerushalayim and Mossad Bialik. Jerusalem. 2009

Prof Steven Fassberg:

- Member of the Committee on Biological Terms, the Academy of the Hebrew Language (2005-2009)

- Member of the Academic Committee of Division D: Literatures, Languages, and Arts, 15th World Congress of Jewish Studies (2008-2009)

- Member of the Central Committee on Terminology, the Academy of the Hebrew Language (since 2009)

- Associate Editor, Encyclopedia of Hebrew Language and Linguistics (Leiden: Brill)

- Co-editor with Prof. W. Randall Garr, *A Handbook of Biblical Hebrew*

Prof. Emeritus Asher Laufer:

- Collaboration with the new Phonetic Labs, the University of BC in Victoria, Canada.

- Collaboration with the Phonetic Lab, University College, London.

- Collaboration with the Phonetic Labs, UCLA, Los Angeles.

- Collaboration with the Haskins Laboratories (Yale University), New Haven, USA.

- An Expert Witness for The Lord Chancellor's Department of the National Crime Squad, England.

Prof. Aharon Maman:

- Collaboration with INALCO, Paris leading to signing of a cooperation agreement between the Hebrew University and INALCO (2010)

- Member of Advisory Board, Encyclopedia of Hebrew Language and Linguistics (Leiden: Brill)

Dr. Yael Reshef:

- Director, Continuing Workshop on University Teaching of Hebrew Language, The International Center for University Teaching of Jewish Civilization, The Hebrew University (since 2008)

- Collaboration with Prof. Naphtali Wagner of the Department of Musicology, The Hebrew University: joint publications on the conversion of songs from Ashkenazi to Sephardi stress patterns.

- Collaboration with Dr. Anat Helman of the Department of Jewish History, The Hebrew University: joint publications on municipal posters in mandatory Tel Aviv.

- Collaboration with Prof. Tamar Zewi from of the Department of Hebrew, Haifa University: joint publication on the present participle.

Dr. Ofra Tirosh-Becker:

- Member, Israeli-French collaborative research group on Jewish Languages; Jointly with the CNRS and the CRFJ (Le centre de recherche français de Jérusalem) (since 2006)

- Collaboration with Prof. Joseph Tedgi, INALCO, Paris

- Collaboration with researchers at Tel Aviv University (Prof. Yaron Tsur and Prof. Meira Polliack) and The Hebrew University (Prof. Richard Cohen and Dr. Yaron Ben-Naeh) submitting a proposal on Sepharadic Jewry Studies (2008-2009)

- Collaboration with Tel Aviv University leading to a workshop on Judeo-Arabic at Tel Aviv University (2009)

- Subject Editor: Linguistics, Encyclopedia of Jews in the Islamic World. Chief editor N.A. Stillman, Leiden: Brill, 2nd edition.

Dr. Michal Held (adjunct teacher):

- Van-Leer Institute, "From Andalusia to Babylon – Music and Emigration, Music and Community" Research group – Research Assistant to Prof. Haviva Pedaya in organizing the group's academic and public activities and in preparing the group participants' articles for publication. (2006-2008)

- Van-Leer Institute, "The East Writes Itself" Research group – Research Assistant to Prof. Haviva Pedaya in organizing the group's academic activities. (2007-2008)

Dr. Uri Mor (adjunct teacher):

- Collaboration with Prof. Tamar Zewi, Department of Hebrew at the University of Haifa (article in *Lěšonénu*; see list of publications)

4.12   Please list the major consulting activities done by faculty.

Prof. Emeritus Moshe Bar-Asher:

- Chairperson of Committee on New Rules and Regulations of the Israel Prize, Israel Ministry of Education

- Advisory Board, Encyclopedia of Hebrew Language and Linguistics (Leiden: Brill)

- Member, Academic Committee, Dahan Center, Bar-Ilan University

Prof. David Bunis:

- Referee in the field of Sephardic studies for papers considered for publication in the scholarly journals *Mediterranean Language Review*, *Peʿamim*, *Massorot*, *Meḥqěre Yěrušalayim Běfolklor Yěhudi*, and for books and articles considered for publication by Ben-Zvi Institute, Ben-Gurion University Press, Haifa University Press, Carmel Press, National Authority for Ladino Culture, Consejo Superior de Investigaciones Científicas (2006-2011)

- Advisor and lecturer, National Authority for Ladino, Jerusalem (2006-2011)

- Advisor, Ladino-Hebrew Dictionary Project, National Authority for Ladino, Jerusalem (2006-2007)

- Advisor, Dahan Center, Bar-Ilan University (2006-2011)

- Advisor, Center for Ottoman Ladino Research, Istanbul (2006-2011)

- Advisor, Swiss National Science Foundation (2006)

- Founding Member of Advisory Board, and Member, Israel Association for the Study of Language and Culture, Tel-Aviv (2006-2007)

- Member, Yitzhak Ben-Zvi Institute Award Committee (2007)

- Member, Advisory Board, Estudios Sefardíes, Consejo Superior de Investigaciones Científicas, Madrid (2010-11)

- Member, Advisory Board, Sephardic House, New York (2006-2011)

Prof. Steven Fassberg:

- Member, the Advisory Committee of the Centro di Studi Ebraici dell'Università di Napoli "L'Orientale"

- Advisory Board, Encyclopedia of Hebrew Language and Linguistics (Leiden: Brill)

Prof. Emeritus Asher Laufer:

- Leading a project of TTS – transforming unvocalized Hebrew writing into Hebrew Speech (With a group from Machon Lev, Jerusalem) (2000-2006)

- Referee, the Social Sciences and Humanities Research Council of Canada (2007)

Prof. Aharon Maman:

- Advisory Board, Encyclopedia of Hebrew Language and Linguistics (Leiden: Brill)

- Advisor, the Friedberg Genizah Project, Lakewood, NJ (since its inception 12 years ago). Advisor to the Project in general, and in particular on the identification, transliteration, translation and annotation of the Hebrew Philology Genizah Fragments (Grammars, Dictionaries and Glossaries), on the framework of an on-line critical edition of hundreds of Genizah folios (the outcome of which can be consulted in the Genazim Website).

Dr. Yael Reshef:

- Advisory Board, Encyclopedia of Hebrew Language and Linguistics (Leiden: Brill)

Dr. Ofra Tirosh-Becker:

- Advisor to the Ben-Zvi Institute on Hebrew transcription of Algerian Judeo-Arabic, for the book: *Algeria*: *Jewish Communities in the East in the Nineteenth and Twentieth Centuries*. ed. H. Saadun, Jerusalem 2011.

Dr. Michal Held (adjunct teacher):

- Academic advisor to the Israeli National Authority for Ladino Culture

- Academic advisor to the Israeli Parliamentary Association for Holocaust Remembrance and Aid to Survivors, The Knesset

- Academic advisor to the professional team establishing the Holocaust Museum in Skopje, Macedonia

To this section, please attach the following information (if it does not appear in the section itself):

- **A list of names of the staff members (senior and junior) according to Areas of Research, specifying the papers/publications of each staff member within the last five years.**

See appendix 1.

- **A list of seminars, conferences and workshops held by the parent unit within the last five years.**

Hebrew Language Conferences:

- A two-day conference entitled "Hebrew and Jewish Languages" on the occasion of the retirement of M. Bar-Asher and the publication of a Festschrift in his honor; held at the Hebrew University (November 21-22, 2007; organizer: Prof. Steven Fassberg)

- A three-day conference entitled "Hebrew in the Second Temple Period: The Hebrew of the Dead Sea Scrolls and of Other Contemporary Sources," Twelfth Orion International Symposium, organized together with the Eliezer Ben-Yehuda Center for the Study of the History of the Hebrew Language; held at the Hebrew University (December 29-31, 2008; organizers: Prof. Steven Fassberg and Prof. Moshe Bar-Asher)

Jewish Languages Conferences:

- A one-day conference on the occasion of the 20th anniversary of the founding of the Center for the Study of Jewish Languages and Literatures. (March 11, 2005; organizer: Dr. Ofra Tirosh-Becker)

- A four-day *2nd International Jewish Languages Conference* on the topic "Jewish Languages and Hebrew", was held in Jerusalem. The conference included 41 lectures by researchers from the USA, France, Italy and Israel. (June 26-29, 2006; organizers: Prof. Moshe Bar-Asher and Dr. Ofra Tirosh-Becker)

- A four-day *3rd International Jewish Languages Conference* on the topic "Oral and Written Jewish Languages" was held in Jerusalem. The conference included 38 lectures and two discussion panels by researchers from USA, UK, Estonia, France, Italy, Spain and Israel. (June 23-26, 2008; organizers: Dr. Ofra Tirosh-Becker and Prof. Moshe Bar-Asher).

- A symposium on "The History and Culture of North African Jewry" was held at Yale University (New Haven, CT), in cooperation with The Program in Judaic Studies at Yale University and The Judaica Collection at Yale University Library. (April 25, 2010; organizers: Prof. Moshe Bar-Asher and Prof. Steven Fraade of Yale University)

- A week-long workshop on "The Jews of the Maghreb" held at Yale University (New Haven, CT), in cooperation with The Program in Judaic Studies at Yale University and The Judaica Collection at Yale University Library. (April 21-28, 2010 organizers: Prof. Moshe Bar-Asher and Prof. Steven Fraade of Yale University)

- A four-day *4th International Jewish Languages Conference* on the topic "Original Compositions and Translated Works in Jewish Languages", was held in Jerusalem. The conference included 40 lectures by researchers from the USA, UK, France, Germany, Spain, Norway, Switzerland and Israel. (June 21-24, 2010 organizers: Dr. Ofra Tirosh-Becker and Prof. Moshe Bar-Asher)

Hebrew Language Lectures and Events:

- An event on the occasion of the retirement of Prof. S. Kogut (December 22, 2005; organizers: Dr. Ofra Tirosh-Becker and Prof. Israel Knohl of the Department of Biblical Studies)

- Morag Prize Evening (June 27, 2006), prize recipient: Keren Dubnov.

- Evening in honor of the publication of *Otzrot Lashon: The Hebrew Philology Manuscripts and Geniza Fragments in the Library of the Jewish Theological Seminary of America* by Aharon Maman (January 1, 2007; in cooperation with the Shocken Institute)

- Morag Prize Evening (November 6, 2007), prize recipients: Barak Dan and Shai Haimens

- Morag Prize Evening (June 25, 2008), prize recipients: Ophira Gamliel and Tsivia Tubi

- Dr. Tania Notarius (Dept. of Hebrew Language), lecture on "Language of Biblical Poetry" (January 2009)

- Dr. Barak Dan, (Dept. of Hebrew Language), lecture on "Language of the Targum to Psalms" (April 2009)

- Morag Prize Evening (August 3, 2009), prize recipient: Yigal Bloch

- An event on the occasion of the publication of Dr. S. Mrejen-O'hana's book *Le Registre d'Élie Crémieux: Ephémérides de la communauté juive de Carpentras (1736-1769)*, Jerusalem 2009 (November 29, 2009; in cooperation with the Ben Zvi Institute).

- Dr. Matts Eskhult (Uppsala University), lecture on "Language of Late Biblical Hebrew" (December 2009)

- Morag Prize Evening (June 23, 2010), prize recipients: Talia Shitrit and Uriya Drori

- An event on the occasion of the retirement of Prof. Asher Laufer (November 17, 2010; organizer Dr. Yael Reshef)

- Prof. Mark S. Smith (New York University), lecture on "The Language of Judges 5" (March 2011)

- A visit of students of the department in the Academy of the Hebrew Language (April 14, 2011)

Jewish Languages and Literatures Lecture Series:

For the last 26 years the Center for the Study of Jewish Languages and Literatures has been organizing a Jewish languages and Literatures Lecture Series, consisting of three to four lectures each academic year. Until now more than 85 lectures have been given in this series by experts from Israel and abroad. The lectures addressed a variety of Jewish languages: Judeo-Arabic, Judeo-Spanish (Ladino, Judezmo, Hakitiya), Yiddish, Judeo-Italian, Judeo-French, Judeo-Provençal, Judeo-Aramaic, Judeo-Persian as well as lectures on comparative Jewish linguistics. 17 lectures were given in this Lecture Series in the last 5 years (organizer: Dr. Ofra Tirosh-Becker):

1. Prof. Ora R. Schwarzwald, Bar Ilan University, " שמות אנשים, שמות מקומות ושמות ייחוס בתרגומי לאדינו ובתרגומים איבריים למקרא" (2011)

2. Prof. Paul Fenton, Sorbonne and CNRS, Paris, FRANCE " את-תריתל או הפוגרום בפאס, ניסן תרע"ב, אפריל 1912 - זיכרונות מתוך יומן הקהילה בערבית יהודית מרוקאית" (2011)

3. Ms. Neta Abugov, Tel Aviv University, " ריבוי שם העצם בייִדיש החרדית בישראל: מחקר התפתחותי בהקשר של שונות לשונית" (2010)

4. Dr. Uri Melammed, The Academy of the Hebrew Language, " אסתר למגילת הערבי-יהודי התרגום - ללה אלחמד
עדן יהודי בקרב" (2010)

5. Prof. Benjamin Hary, Emory University, Atlanta, GA, USA, "-ה מהמאה מצרית יהודית בערבית פסח של הגדה
19" (2009)

6. Dr. Michael Ryzhik, The Academy of the Hebrew Language, " - הרומניות השפות של השפעתן בתחום העברית
ופרובנס איטליה" (2009)

7. Dr. Simon Mrejen-O'hana, CNRS, Paris, FRANCE, "האפיפיור במדינת סופרים משפחת על" (2009)

8. Prof. Steven Fassberg, Dept. of Hebrew Language, "צ'אלה יהודי של הארמי הלהג" (2009)

9. Dr. Michael Ryzhik, The Academy of the Hebrew Language, " במשך הכתובה היהודית האיטלקית של ההתפתחות
עשרה-השש המאה" (2008)

10. Prof. Chava Turnianski, The Hebrew University, " חתונה שירי :כלה אונ' חתן פר זמר היפשר איין - וכלה לחתן זמר
לשוניים-דו" (2008)

11. Dr. Nivi Gomel, Bar Ilan University, " לימוד ספרי של רטוריקה :לדעת עליך חובה עתה' - 'סאב'יר די דיב'יס אגורה'
עברית להוראת יהודית בספרדית" (2007)

12. Dr. Hezy Mutzafi, Tel Aviv University, "היהודית החדשה הארמית ממאפייני" (2007)

13. Prof. Luisa Ferretti Cuomo, The Hebrew University, " יחיאל בן נתן לרבי ב'ערוך' יהודית-באיטלקית הלעזים
לבוש אביזרי :מרומא" (2007)

14. Dr. Yehudit Henshke, The Hebrew University, "בתוניסיה היהודית בערבית העברי הפועל" (2006)

15. Dr. Aldina Quintana-Rodríguez, The Hebrew University and Bar Ilan University, " של הלשונית הגיאוגרפיה
המילון פי על היהודית-הספרדית" (2006)

16. Dr. Tsuguya Sasaki (Zvi Sadan), Bar Ilan University, "אספרנטו על והיידיש העברית השפעת" (2005)

17. Dr. Reuven Enoch, Truman Institute, "?הגרוזינית הלשון על השפיעה העברית האם" (2005)

- **A list of research grants and other achievements: grants (competitive and non-competitive) obtained by the staff members who teach in the parent unit under evaluation during the last five years.**

See section 4.4. above.

- **A list of staff members who have won prizes/scholarships (please specify prizes/journals).**

See section 4.10 above.

- **A list of staff members who serve on editorial boards of journals (please specify journals).**

Membership on editorial boards of encyclopedias:

Encyclopedia of Hebrew Language and Linguistics. Chief editor G.A. Khan. Leiden: Brill, forthcoming:

- Prof. Steven E. Fassberg – Associate Editor and Member of Advisory Board

- Prof. Moshe Bar-Asher – Member of Advisory Board

- Prof. Aharon Maman – Member of Advisory Board

- Dr. Yael Reshef – Member of Advisory Board

Encyclopedia of Jews in the Islamic World. Chief editor N.A. Stillman, Leiden: Brill, 2nd edition,

- Dr. Ofra Tirosh-Becker – Subject Editor: Linguistics

Membership on editorial boards of scientific journals (last 5 years):

Prof. Moshe Bar-Asher

- Editor, *Lěšonénu* (לשוננו)

- Editor, *Studies in Language (אסופות ומבואות בלשון)*, published by The Academy of the Hebrew Language

- Editor, *Meghillot: Studies in the Judean Desert Scrolls (מגילות)* (until 2010)

- Member, Editorial Board, *Revue des Etudes Juives*

- Member, Editorial Board, *Abr-Nahrain*

- Member, Editorial Board, *Pe'amim: Studies in Oriental Jewry*

- Member, Editorial Board, *Bi-Sdeh Hemed* (בשדה חמד)

Prof. David Bunis

- Co-editor (with O. Tirosh-Becker), *Massorot: Studies in Jewish Languages and Language Traditions* (since 2007)

- Member, Editorial Board, *Hispanic Linguistics* (2006)

- Member, Editorial Board, *International Journal of the Sociology of Language* (2009-2013)

- Member, Editorial Board, *El Prezente: Studies in Sephardic Culture*, Ben-Gurion University of the Negev (2009-2011)

Prof. Steven Fassberg

- Co-editor (with A. Maman), *Language Studies* (מחקרים בלשון)

- Co-editor (with A. Maman), *Massorot: Studies in Jewish Languages and Language Traditions* (2002-2006)

Prof. Simha Kogut

- Member, Editorial Board, *Hebrew Linguistics* (A Journal for Hebrew Descriptive Computational and Applied Linguistics), Bar-Ilan University Press, Ramat-Gan.

- Member, Editorial Board, *Mayim MiDalyav* (Shenaton Mikhlelet Lifshitz)

Prof. Aharon Maman

- Editor, *Edah veLashon (עדה ולשון)*

- Co-editor (with S.E. Fassberg), *Language Studies* (מחקרים בלשון)

- Co-editor (with S.E. Fassberg), *Massorot: Studies in Jewish Languages and Language Traditions* (2002-2006)

Dr. Ofra Tirosh-Becker

- Co-editor (with D. Bunis), *Massorot: Studies in Jewish Languages and Language Traditions* (since 2007)

- **A list of chairs, research institutes, research centres and research facilities established in the last five yeas, including specialized laboratories.**

For a list of research centers see section 3.1. 3. No new chairs or research centers were established in the last five years.

4.13 What is the level of synergy between research strengths and teaching needs at the various degree levels?

The Department of Hebrew and Jewish Languages exemplifies the benefits of synergy between research and teaching. As should be evident from the various sections of this chapter, the faculty

of the Department is productive in all research aspects – publications, organization of and participation in national and itnernational conferences, competitive grants, prizes and awards, editorial board memberships, national and international collaborations, and consulting activities. Their high quality research is brought into the classrooms, and students at the advanced B.A., M.A., and Ph.D. levels are exposed to the most up-to-date research in their respective fields of knowledge. This is also reflected in the enthusiasm of the teachers, who often cite and present in class new data from their own recent research. Moreover, members of the Department not only specialize in fields that are central to the study of Hebrew and Jewish languages, but together they offer a unique concentration of specializations that is hard to find elsewhere in Israel or abroad.

Department faculty members are also involved in Israeli society at large. Note, for example, the prominent role they play in the Academy of Hebrew Language. Societal involvement is also apparent in the fact that the Department offers a Language Editing track, supervises academically the Unit for Hebrew Language Instruction in the Rothberg School for Overseas Students, not to mention the numerous collaborations and consulting roles of departmental members throughout Israeli academe and research institutions. This involvement serves as an important role model for our graduating students as well as a unique opportunity to network as they start their professional careers.

4.14   In summary, what are the points of strength and weakness of the research, and are you satisfied with the research outcomes of your department?

Research in the Department has many strengths. The Department is a recognized international focal point for research, and it includes important and active research centers: (1) the Jewish Oral Traditions Research Center; (2) the Eliezer Ben-Yehuda Center for the Study of the History of the Hebrew Language; (3) the Center for the Study of Jewish Languages and Literatures. The first publishes the monograph series *Eda ve-Lashon*, the second supports publications together with the Bialik Institute, and the third publishes the scientific journal *Massorot* and monographs together with the Bialik Institute and other insitutions, has sponsored

a lecture series for over two decades, and has thus far organized four international conferences on Jewish languages. In addition, the Department publishes the journal *Language Studies* (*Meḥqarim be-Lashon*).

The departmental faculty are productive researchers who publish in leading journals in Israel and abroad, obtain competitive grants, are awarded prizes, serve on editorial boards of major encyclopaedias and scientific journals, are invited to lecture worldwide and to contribute to *Festschriften*, and are involved in a wide range of national and international collaborative and consulting activities.

These achievements have been realized despite dwindling fiscal resources and faculty cuts. From ten tenured faculty members plus full-time assistants in the mid 1980s, the Department has shrunk over the years to a little over half of its former size. It should be stressed that as a result of this reduction in faculty, the burden of administrative tasks on each faculty member has increased dramatically, taking a severe toll on available time for research. Hence, current research – while still productive – does not exploit the talents of the departmental researchers to their fullest. In addition, support for outstanding students and their integration in research activities is limited and depends on the availability of grants.

Chapter 5 - <u>The Self-Evaluation Process,</u> <u>Summary and Conclusions</u>

5.1. Please describe the way that the current <u>Self-Evaluation process</u> was conducted, including methods used by the parent unit and the study program in its self-evaluation process, direct and indirect participants in the process etc. What are your conclusions regarding the process and its results?

The self-evaluation process began by the Chair of the Department assigning portions of the report to the different members of the Department in accordance with their experience and familiarity with different aspects of the Department. The division of the portions was made in consultation with another senior member of the Department. Sections were assigned to the members of the Department according to

The statistical data for the report were obtained from various agencies of the University, either directly by the members of the Department responsible for each section, or with the aid of the departmental secretary. It was not always easy to receive the data; in some cases the data requested could not be provided at all by the relevant unit within the university administration.

Following the writing of the sections, the Chair together with another senior member compiled and edited the sections and then distributed the entire report to all members of the Department for their comments and criticisms.

5.2. Describe the consolidation process of the <u>Self-Evaluation Report</u>, including its preparation and final approval (including a description of the contributions of staff members to the process).

As remarked in 5.1, sections were written by different members of the Department, pieced together by the Chair and another member of the Department, and then circulated for comments and criticisms, which were incorporated in the final version. All senior members of the Department contributed to the report.

5.3. If a mechanism/structure has been decided upon for the future treatment of weaknesses that were highlighted by the self-evaluation activity, please specify it while referring to those within the institution who would be responsible to follow up on this activity. Please refer to the question: how do the institution and the parent unit intend to deal in the future with quality assessment and its implementation?

As noted above in the section on Learning Outcomes, the Department regularly evaluates itself and so the preparation of this report did little to change the way in which the members of the Department become aware of weaknesses. As in the past, when weaknesses are discovered, members of the Department will continue to discuss ways in which to deal with them.

5.4. Is the full Self-Evaluation Report accessible? If 'yes' - to whom it is accessible and to what extent?

Only to members of the Department and to University authorities.

Appendix 1:

List of Publications of the Department's teaching staff over the last 5 years

Dr. Elitzur Bar-Asher Siegal (Senior Faculty)

Areas of Research:

Comparative and historical Semitic linguistics (mainly Hebrew and Aramaic), semantics and syntax, philosophy of language, history of linguistics.

Articles:

1. "Notes on the History of Reciprocal Constructions in Hebrew", in *Diachrony in Biblical Hebrew*, edited by Cynthia Miller and Ziony Zevit, Winona Lake: Eisenbrauns (expected November 2011).

2. "Can the Grammar of Babylonian Aramaic Be Used in Evaluating the Language of the Zohar, and if so, How?", Proceedings of the Conference: *Late Aramaic - The Literary and Linguistic Context of the Zohar*, University College London, November 9-11 2009

3. "The Epistolary Terms kʿt, kʿnt in Official Aramaic, the Feminine Endings in Aramaic Dialects and Other Isoglosses in the History of Aramaic", *Ancient Near Eastern Studies* 48 (2011, forthcoming)

4. "Adnominal possessive and subordinating particles in Semitic languages", Bodelot, C., Gruet-Skrabalova, H., Trouilleux, F. (eds.)*, Morphologie, syntaxe et sémantique des subordonnants. Cahiers du LRL vol. 5.* Clermont-Ferrand: Presses universitaires Blaise-Pascal. (forthcoming, expected 2011, peer reviewed)

5. "On the Passiveness of One Pattern in Jewish Babylonian Aramaic – a Linguistic and Philological Discussion", *Journal of Semitic Studies* 56 (2011, forthcoming): 111-143

6. "Dual Pronouns in Semitics and an Evaluation of the Evidence for their Existence in Biblical Hebrew," *Ancient Near Eastern Studies* 46 (2009): 32-49

7. "The Imperative Forms of Proto Semitic and a New Perspective on Barth's Law," *Journal of American Oriental Society* 128 (2009), 233-255

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Prof. Emeritus Moshe Bar-Asher (Senior Faculty)

Areas of Research:

Rabbinic Hebrew, Biblical and Qumran Hebrew, Modern Hebrew, Palestinian Aramaic, Jewish Languages, Judeo-Arabic, Jewish Judeo-Arabic Bible translations

Books:

1 העברית שבפי צאצאי האנוסים בצרפת, כרך א – מחקרי לשון, טו+352+xvi עמ'; כרך ב – הסידורים והמחזורים של יצחק ארתור פֶרֵיר: מבוא ומהדורה מוערת ומבוארת, יא+387+xvi עמ', הוצאת מוסד ביאליק ומרכז בן־יהודה לחקר הלשון העברית, האוניברסיטה העברית, ירושלים תשס״ו; מהדורה ב: ירושלים תשס״ז

2 מחקרים בלשון חכמים, כרך א – מבואות ועיוני לשון כה+394 עמ'; כרך ב – פרקי דקדוק כה+382 עמ' (כרכים ד–ה בסדרה ״אסופות״, מוסד ביאליק), ירושלים תשס״ט

3 לשונות, מסורות וַמִנהגות: עיונים בלשונות, במסורות, באורחות חיים וב_יצירות של היהודים במגרב ועיונים בלשונות היהודים, הוצאת מכון בן־צבי, ירושלים תש״ע, יח+385 עמ'

4 *Les communautés du Sud-Ouest de la France: Prières et traditions linguistiques*

5 לשונות ראשונים: מחקרי לשון במקרא, במגילות ים המלח ובארמית, הוצאת מאגנס

6 *Studies in Classical Hebrew*, הוצאת בריל

7 דקדוק לשון המשנה: תצורת שם העצם, כרכים א–ב (כ־1000 עמודים)

Edited Books:

1 תשורה לעמוס: אסופת מחקרים בפרשנות המקרא מוגשת לעמוס חכם,
בעריכת מ׳ בר־אשר, ח׳ חכם וי׳ עופר, אלון שבות תשס״ז

2 ש״י לשרה יפת – מחקרים במקרא בפרשנותו ובלשונו, בעריכת מ׳ בר־
אשר, נ׳ וזאנה, ע׳ טוב וד׳ רום־שילוני, ירושלים תשס״ח, 484*+396
עמ׳

3 מַשְׂאַת אַהֲרֹן: מחקרי לשון מוגשים לאהרן דותן, בעריכת מ׳ בר־אשר
וח״א כהן, ירושלים תש״ע, 000 עמ׳

4 פאס וערים אחרות במרוקו: אלף שנות יצירה, בעריכת מ׳ בר־אשר ומ׳
עמאר (בדפוס)

5 ספר היובל לרב ד״ר משה עמאר, יחד עם א׳ ויסטריך וש׳ שרביט
(בדפוס)

6 ספר הזיכרון לפרופ׳ מאור בניהו, יחד עם י׳ ליבס, מ׳ עסיס וי׳ קפלן
(בדפוס)

7 מחקרים בתרבותם של יהודי צפון אפריקה: טקסטים מוהדרים
ומפורשים, בעריכת מ׳ בר־אשר וס׳ פראד, ירושלים תשע״א

8 Studies in the culture of North-Africain Jewry, Jerusalem 2011

9 סול סוליקה הצדיקה הרוגת המלכות מאת ז׳ חסין (עורך ומביא לדפוס
מ׳ בר־אשר)

כן ערך בתקופה זו 5 כרכים של לשוננו, 10 כרכים של הסדרה ״אסופות
ומבואות״; 5 כרכים של מגילות (עם ד׳ דימנט).

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3 ״על כמה ממנהגי הקריאה בתורה בקהילות דרום־מערב צרפת״, שנה
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5 "שני מכתבים בצרפתית יהודית מדרום־מערב צרפת", אשל באר־שבע
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ד׳ סיון ופ״י הלוי־קירטצ׳וק (תשס״ג), עמ׳ 89–102

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מורשתנו – עיוני מחקר במדעי היהדות והחינוך, כרך ב–ג: ספר זיכרון
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19 ״על תצורת השם בלשון חכמים״, מחקרים בשומרונות בעברית ובארמית
מוגשים לאברהם טל (להלן מס׳ ו/44), עמ׳ 189–212

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ב׳ ובעדים אחרים״, נטיעות לדוד: ספר היובל לדוד הלבני, בעריכת י׳
אלמן, א״ב הלבני וצ״א שטיינפלד, ירושלים תשס״ה, עמ׳ לא–לו

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חתימה לכרך האחד עשר של מפעלו על התרגומים הארמיים, שהוא
הכרך המסיים את המפעל: המקרא ותרגומיו, כרך ה, ספר שני, התרגום
הארמי לכתובים (חמש מגילות ודברי הימים), ירושלים תשס״ט, עמ׳
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23 ״פרקים בחקר לשונות היהודים״, לשוננו סז (תשס״ה), עמ׳ 105–111
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לתרצה ליפשיץ (להלן מס׳ ו/45), עמ׳ 59–79
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כנס מילאנו, דברי הכנס המדעי העברי החמישה עשר באירופה,
אוניברסיטת מילאנו, אלול תש״ס (ספטמבר 2000), ברית עברית עולמית,
ירושלים תשס״ב, עמ׳ 1–7]

25 ״הכתובת בסורית של ארץ ישראל מענב אל כביר״, תרביץ עב (תשס״ג),
עמ׳ 615–620
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תשס״ה; נוסח אנגלי של המאמר יופיע בספר Christians and
Christianity שמפרסם יצחק מגן ויראה אור ב-2008]

26 ״לשון חכמים ולשון המקרא״, העברית ואחיותיה ד–ה (ספר יובל לכבוד
פרופ׳ משה אזר; תשס״ד–תשס״ה), עמ׳ 105–114

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ומסורת: יצירה, הנהגה ותהליכי תרבות ביהדות צפון אפריקה, בעריכת
מ׳ אורפלי וא׳ חזן, ירושלים תשס״ה, עמ׳ 3–15
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Kommunikationswissenschaft / Hanbooks of Linguistics and
Communication Science, Vol. Semitic Languages*, Berlin &
New York

Prof. Yochanan Breuer (Senior Faculty)

Areas of Research:

Rabbinic Hebrew, language of the Amora'im, Babylonian Aramaic, Biblical Hebrew, Masora and

ṭe'amim, language of S. Y. Agnon

Edited Books:

1. *Sha'arei Lashon: Studies in Hebrew, Aramaic, and Jewish Languages Presented to Moshe Bar-Asher*, eds. A. Maman, S.E. Fassberg, and Y. Breuer, Jerusalem 2007

Articles:

2. "The Aramaic of the Talmudic Period", Shmuel Safrai, Zeev Safrai, Joshua Schwartz, Peter J. Tomson (eds.), *The Literature of the Sages*, II, Amsterdam 2006, pp. 597-625

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Prof. David Bunis (Senior Faculty)

Areas of Research:

Judezmo linguistics and literature; Yiddish linguistics; comparative analysis of Jewish Languages

Edited Books:

1. (with Ofra Tirosh-Becker), *Massorot*: Studies in Jewish Languages and Language Traditions, vol. 15, Center for the Study of Jewish Languages and Literatures, The Mandel Institute, The Hebrew University of Jerusalem, 2010, 229, IX pages.

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8. "Editor's Preface." In *Jewish Languages and Literatures of Sephardic and Oriental Jewry*, edited by David M. Bunis. Jerusalem: Misgav Yerushalayim and the Bialik Institute. 2009. Pages *1-22.

9. "Judezmo Analytic Verbs with a Hebrew-Origin Participle: Evidence of Ottoman Influence." In *Languages and Literatures of Sephardic and Oriental Jewry*, edited by David M. Bunis. Jerusalem: Misgav Yerushalayim & Bialik Institute. 2009. Pages 94–166.

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11. "Jewish Ibero-Romance in Livorno." In *Italia* 18, edited by Robert Bonfil. Institute of Jewish Studies, Hebrew University of Jerusalem. 2008. Pages 7-64.

12. "The Names of Jewish Languages: A Taxonomy." In *Il mio cuore è a Oriente. Studi di linguistica storica, filologia e cultura ebraica dedicati a Maria Luisa Mayer Modena*, eds. Francesco Aspesi, Vermondo Brugnatelli, Anna Linda Callow, Claudia Rosenzweig. Milan: Cisalpino. 2008. Pages 415–433.

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14. "Judezmo Inanimate Fusion Nouns with Non-Romance Affixes." *Yod* 11–12 (2006-2007), edited by Marie-Christine Varol-Bornes & Rina Cohen. INALCO. Paris. Pages 359-410.

15. "Judezmo and Haketia Inanimate Nouns With Hebrew-Origin Bases and Romance-Origin Affixes." *Shaʻare Lashon: Studies in Hebrew, Aramaic and Jewish Languages Presented to Moshe Bar-Asher*, edited by A. Maman, S. E. Fassberg & Y. Breuer, Volume III. 2007. The Bialik Institute. Jerusalem. Pages *40-63.

16. "Les langues juives du Moyen-Orient et d'Afrique du Nord." In *Le monde sépharade, vol. 2, civilisation*, edited by Shmuel Trigano. 2006. Editions du Seuil. Paris. Pages 537-564.

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19. "The East-West Sephardic *Lá'aź* (Judeo-Spanish) Dialect Dichotomy as Reflected in Three Editions of *Séfer Dat yehudit* by Abraham Laredo and Yiŝḥac Haleví," forthcoming in *Festschrift in Honour of Iacob M. Hassán*, ed. Elena Romero, Madrid: Consejo Superior de Investigaciones Científicas, 30 manuscript pages.

20. "Judezmo Writing Systems," forthcoming in *The World's Writing Systems*, 2d ed., ed. Peter T. Daniels, 11 manuscript pages.

21. "Echoes of Yiddishism in Judezmism," forthcoming in *Jews and Slavs*, ed. Wolf Moskovich, 25 manuscript pages.

22. "Sephardim in Nineteenth-Century Jerusalem," forthcoming in *A Chrestomathy of Judeo-Spanish Literature*, ed. Pilar Romeu & Michael Studemund-Halevy, 40 manuscript pages.

23. "Jewish and Muslim Ibero-Romance: A Comparative Approach," forthcoming in *Hispania Judaica Bulletin* 7, 35 manuscript pages.

24. "El djuđezmo como lengua judía," forthcoming in *La Lengua Española y las Tres Religiones*, eds. Juan Carlos Villaverde Amieva et al., Universidad de Oviedo, 20 manuscript pages.

25. "A Doctrine of Popular Judezmism as Extrapolated from the Judezmo Press, c. 1845–1948," forthcoming in *Satirical Texts in Judeo-Spanish By and About the Jews of Thessaloniki*, edited by Rena Molho. Thessaloniki: Ets Haim Society, 30 manuscript pages.

26. "The Languages of the Jews of Greece." Forthcoming in *The Jews of Greece*, edited by Eyal Ginio. Ben-Zvi Institute. Jerusalem. 10 manuscript pages. (In Hebrew)

27. " 'Whole Hebrew': A Revised Definition." Forthcoming in *Festschrift in Honor of Chava Turnianski*, edited by Erika Timm, Galit Hasan-Rokem, Ada Rapaport-Albert, & Yisrael Bartal. Jerusalem-Trier. 32 manuscript pages.

Encyclopedia Entries:

28. "Characteristics of Jewish Languages." *Encyclopedia of the Jewish Diaspora*, edited by Mark

    Avrum Ehrlich. Volume 1. ABC CLIO, Santa Barbara. 2008. Pages 167-171.

29. "Judeo-Spanish: History and Linguistic Description," in *Encyclopedia of the Jews in the World*

    of Islam, ed. Norman Stillman, Leiden, Brill, 9 manuscript pages.

30. "Biblical Translation and Commentaries – Judeo-Spanish," in *Encyclopedia of the Jews in the*

    World of Islam, ed. Norman Stillman, Leiden, Brill, 9 manuscript pages.

31. "Judenspanisch (Judeo-Spanish)," forthcoming in *Encyclopedia of Jewish History and Culture*,

    ed. Dan Diner, Leipzig: Simon Dubnow Institute, 5 manuscript pages.

Prof. Steven Fassberg (Senior Faculty)

Areas of Research:

Biblical Hebrew, Hebrew of the Dead Sea Scrolls, Aramaic dialectology, Northwest Semitic.

Books:

1. *The Jewish Neo-Aramaic Dialect of Challa*. Semitic Languages and Linguistics 54. Leiden:

   Brill, 2010. 314 pp.

Edited Volumes:

2. *Biblical Hebrew in Its Northwest Semitic Setting: Typological and Historical Perspectives*.

   Jerusalem 2006. 324 pp. [with A. Hurvitz]

3. *Massorot: Studies in Language Traditions and Jewish Languages* (מסורות) 12 (2002). 207 pp. +

   XVII [with A. Maman]

4. *Studies in Language* (מחקרים בלשון) 10 (2005). 200 pp. + XVI [with A. Maman]

5. *Shaʕarei Lashon: Studies in Hebrew, Aramaic, and Jewish Languages Presented to Moshe Bar-*

   Asher. Jerusalem: Bialik Institute, 2007. 3 vols., 1780 pp. [with A. Maman & Y. Breuer]

6. *Studies in Language* (מחקרים בלשון) 11-12 (2008; *Avi Hurvitz Festschrift*). 308 pp. + XXIV

   [with A. Maman]

7. *Language Studies* (מחקרים בלשון) 13 (2011). 278 pp.   [with A. Maman].

8. *Hebrew in the Second Temple Period: The Hebrew of the Dead Sea Scrolls and of Other Contemporary Sources. Proceedings of the Twelfth International Symposium of the Orion Center for the Study of the Dead Sea Scrolls and Associated Literature, Jointly Sponsored by the Eliezer Ben-Yehuda Center for the Study of the History of the Hebrew Language, 29-31 December 2008*. Studies on the Texts of the Desert of Judah. Brill: Leiden, forthcoming. [with M. Bar-Asher & R. Clements]

Articles:

9. "Suppletive Noun Paradigms in Tiberian Hebrew," *Lĕšonénu* 70 (2008) 39-54 [in Hebrew].

10. "*Pdr* in Ugaritic and Its Semitic Congeners," *Language Studies* (מחקרים בלשון) 11-12 (2008) 261-268 [in Hebrew].

11. "Vowel Dissimilation in Plural Pronouns in Biblical Hebrew," *Orientalia* 78 (2010) 326-335.

12. "Which Semitic Language did Jesus and Other Contemporary Jews Speak?" *Catholic Biblical Quarterly* (forthcoming).

13. "Lexical Investigations in Jewish Palestinian Aramaic: Is There a Shift of *ʾAleph* to *ʿAyin*?," in *Samaritan, Hebrew and Aramaic Studies Presented to Professor Abraham Tal*, pp. 243-256. Ed. M. Bar-Asher & M. Florentin. Jerusalem: Bialik Institute, 2005 [in Hebrew].

14. "Sequences of Positive Commands in Biblical Hebrew: לך אמר, לך ואמרת, הלוך ואמרת" in *Biblical Hebrew in Its Northwest Semitic Setting: Typological and Historical Perspectives*, 51-64. Publications of the Institute for Advanced Studies 1. Ed. S. E. Fassberg & A. Hurvitz. Jerusalem/Winona Lake, Indiana: Magnes Press/ Eisenbrauns, 2006.

15. "Infinitival Forms in Aramaic," *Historical Linguistics 2005: Selected Papers from the 17th International Conference on Historical Linguistics, Madison, Wisconsin, 31 July – 5 August 2005*, 239-256. Amsterdam Studies in the Theory and History of Linguistic Sciences: Series IV – Current Issues in Linguistic Theory 284. Ed. J.C. Salmons & S. Dubenion-Smith. Amsterdam: John Benjamins, 2007.

16. "Collective Nouns in Old Aramaic," *Sha'arei Lashon: Studies in Hebrew, Aramaic, and Jewish Languages Presented to Moshe Bar-Asher*, I:426-434. Ed. A. Maman, S. E. Fassberg & Y. Breuer. Jerusalem: Bialik Institute, 2007 [in Hebrew].

17. "The Infinitive Absolute as Finite Verb and Standard Literary Hebrew of the Second Temple Period," in *Conservatism and Innovation in the Hebrew Language of the Hellenistic Period: Proceedings of a Fourth International Symposium on the Hebrew of the Dead Sea Scrolls & Ben Sira*, 47-60. Studies on the Texts of the Desert of Judah 73. Ed. J. Joosten & J.-S. Rey. Leiden: Brill, 2007.

18. "The Overlap in Use Between the Infinitive Construct and the Infinitive Absolute in Biblical Hebrew," in *Shai Le-Sara Japhet: Studies in the Bible, Its Exegesis and Its Language*, 187-192. Ed. M. Bar-Asher et al. Jerusalem: Bialik Institute, 2007 [in Hebrew].

19. "The Jewish Neo-Aramaic Dialect of Challa," in *Neo-Aramaic Dialect Studies: Proceedings of a Workshop on Neo-Aramaic held in Cambridge 2005*, 65-74. Gorgias Neo-Aramaic Studies 1. Ed. G. Khan. Piscataway, NJ: Gorgias Press, 2008.

20. "The Forms of Son and Daughter in Aramaic," in *Aramaic in Its Historical and Linguistic Setting*, 41-53. Ed. H. Gzella & M. Folmer. Akademie der Wissenschaften und der Literatur Mainz Veröffentlichungen der Orientalischen Kommission 50. Wiesbaden: Harrassowitz, 2008.

21. "בר 'Son' in Aramaic," in *Zaphenath-Paneah: Linguistic Studies Presented to Elisha Qimron on the Occasion of His Sixty-Fifth Birthday*, 361-370. Ed. D. Sivan, D. Talshir & C. Cohen. Beer Sheva: Ben-Gurion University of the Negev Press, 2009 [in Hebrew].

22. "Salient Features of the Verbal System in the Aramaic Dead Sea Scrolls," in *Aramaica Qumranica: Proceedings of the Conference on the Aramaic Texts from Qumran at Aix en Provence 30 June – 2 July 2008*, 65-77. Ed. K. Berthelot & D. Stökl Ben Ezra. Studies on the Texts of the Desert of Judah 94. Leiden: Brill, 2010.

23. "The Dead Sea Scrolls and Their Contribution to the Study of Hebrew and Aramaic," in *The Dead Sea Scrolls in Context: Integrating the Dead Sea Scrolls in the Study of Ancient Texts, Languages, and Cultures, Vienna, February 11–14*, 127-139. Vetus Testamentum Supplements 140. Ed. A. Lange, E. Tov & M. Weigold. Leiden: Brill, 2010.

24. "The Shift from *qal* to *piel* in the Book of Qohelet," in *Alviero Niccacci Festschrift*. Ed. G. Geiger & M. Pazzino. Jerusalem (forthcoming)

25. "*t*-Stem Verbs without Metathesis in Aramaic and Hebrew Documents from the Judean Desert," in *John Huehnergard Festschrift*. Ed. R. Hasselbach & N. Pat-El. Chicago: Oriental Institute (forthcoming)

Encyclopedia entries:

26. revision and updating of the entries "Aramaic," "Neo-Aramaic," and "Semitic Languages," in *Encyclopaedia Judaica*, eds. M. Berenbaum and F. Skolnik. 2nd ed. Detroit: Macmillan Reference USA, 2007.

27. "Hypocoristic Names," in *The New Interpreter's Dictionary of the Bible*, 2:924-925. Nashville: Abingdon Press, 2007.

28. "כנש Ver*sammeln*," "לֶחֶם Speise," "נְהוֹרָא Licht," "נִצְבְּתָא Festigkeit," "עִיר Wächter(engel)," in *Theologisches Wörterbuch zum Alten Testament*. Ed. H. Gzella. Stuttgart: Kohlhammer-Verlag, forthcoming.

29. "Assimilation," "Dissimilation," "Pausal Forms," "Cohortative", "Imperative," "Damascus Document," "Dead Sea Scrolls," "Sandhi in Modern Hebrew," "Affixation, Pre-Modern," in *Encyclopedia of Hebrew Language and Linguistics*. Editor-in-chief G. Khan. Brill: Leiden, forthcoming.

Reviews:

30. review of L. Edzard & J. Retsö, eds., *Current Issues in the Analysis of Semitic Grammar Lexicon I: Oslo-Göteborg Cooperation 3rd-5th June 2004* (Wiesbaden, 2005), in *Jerusalem Studies in Arabic and Islam* 33 (2007) 513-518.

31. review of H. Mutzafi, *The Jewish Neo-Aramaic Dialect of Koy Sanjaq (Iraqi Kurdistan)* (Semitica Viva 32; Wiesbaden, 2004), in *Pe'amim: Studies in Oriental Jewry* 113 (2008) 209-211 [in Hebrew].

32. review of E.M. Cook, *A Glossary of Targum Onkelos According to Alexander Sperber's Edition* (Studies in Aramic Interpretation of Scripture 6; Leiden, 2008), in *Aramaic Studies* 7 (2009) 97-99.

33. review of J.H. Petermann, *The Great Treasure or Great Book Commonly Called "The Book of Adam": The Mandaeans' Work of Highest Authority*, *with a New Introduction by* Charles Häberl (Piscataway, NJ, 2007), in *Journal of Jewish Studies* 60 (2009) 351-352.

34. review of S. Talay, *Die neuaramäischen Dialekte der Khabur-Assyrer in Nordostsyrien: Einführung, Phonologie und Morphologie* (Semitica Viva 40; Wiesbaden 2008), in *Lěšonénu* (forthcoming) [in Hebrew].

35. review of W.W. Fields, *The Dead Sea Scrolls: A Full History*, Vol. 1 (Leiden 2009), in *Journal of Jewish Studies* (forthcoming).

Prof. Emeritus Avi Hurvitz (Senior Faculty)

Areas of Research:

he historical development of the Hebrew language and its relationship with other Semitic languages during the biblical and post-biblical periods; Northwest Semitic; epigraphy; Aramaic dialectology; the Dead Sea Scrolls; linguistic studies in the realm of biblical criticism

Edited Books:

1. *Biblical Hebrew in its Northwest Semitic Setting: Typological and Historical Perspectives* (Jerusalem/ Winona Lake, Ind.: Magnes, Hebrew University/Eisenbrauns, 2006) [with Steven E. Fassberg]

Articles:

2. "Continuity and Change in Biblical Hebrew: The Linguistic History of a Formulaic Idiom from the Realm of the Royal Court," *Biblical Hebrew in Its Northwest Semitic Setting: Typological*

and Historical Perspectives, Steven E. Fassberg and Avi Hurvitz (eds.) (Jerusalem/Winona Lake, Ind.: Magnes, The Hebrew University/Eisenbrauns, 2006):127–133

3. "The Recent Debate on Late Biblical Hebrew: Solid Data, Experts' Opinions, and Inconclusive Arguments," *Hebrew Studies* 47 (2006):191-210

4. ʾăšɛr ʿal hab-bayī, på̄qīḏ, məmunnɛ: On the Usage of Three Technical Terms from the Realm of Government and Administration in Biblical Hebrew," *Lěšonénu* 70 (2007; Jubilee Volume):29–37

5. "The Language of Qoheleth and Its Historical Setting within Biblical Hebrew," *Essays in Honor of Prof. Antoon Schoors on the Occasion of His Seventieth Birthday* (Orientalia Lovaniensia Analecta 164), A. Berlejung and P. van Hecke (eds.) (2007), pp. 23–34

6. "Examining the Authenticity of the Yehoash Inscription in Light of Its Linguistic Profile [abstract]," *Jerusalem Forgery Conference*, Hershel Shanks (ed.) (Biblical Archaeological Society, 2007), p. 22

Prof. Emeritus Simcha Kogut (Senior Faculty)

Areas of Research:

Biblical Hebrew and Biblical Aramaic, and their Northwest Semitic background; linguistic approach (particularly in syntactical and lexical problems) to rabbinic exegesis and medieval biblical commentators, and the Biblical Hebrew reflected in their works; exegetical-syntactical role of biblical accentuation; syntax and lexicography of medieval Ashkenazi Hebrew; development of syntactical structures in Hebrew.

Articles:

1. "The Book of Hosea in Rabbinic Interpretation", *Shnaton – An Annual for Biblical and Ancient Near Eastern Studies*, Vol. 16, Jerusalem 2006, pp. 301-304 (in Hebrew).

2. "איש האלהים ('The Man of God' Deut.33:1) and מיתת נשיקה ('Death by a Kiss'): The Linguistic Basis of the Erotic Concept of Two Expressions in Midrashic Interpretation", *Sha'arei Lashon:*

Studies in Hebrew, Aramaic, and Jewish Languages Presented to Moshe Bar-Asher, Jerusalem 2007, Vol. 1, pp. 273-283 (in Hebrew, English summary).

3. "A Linguistic Analysis of the Phrase על משענתו (Exod 21:19) and the Homiletic Sence על משענתו על בוריו – ", *"Birkat Shalom",Studies in the Bible, Ancient Near Eastern Literature, and Postbiblical Judaism Presented to Shalom m. Paul*, Winona Lake, Indiana 2008, Vol. 1, pp. 53-57.

4. "How was Potiphar's Wife Harassed and Why was the 'Empty Pit' (Gen 37:24) not Empty? Linguistic Light on *Peshat* and *Derash*", *The Joseph Story in the Bible and Throughout the Ages, Beit Mikra* 55 (2010), pp. 77-83 (in Hebrew, English summary).

5. "The Interpretation of Redundant Biblical Expressions in Jewish Exegesis :Convolutions between the Phenomenon and Terminology**,** *ליישב פשוטו של מקרא* (in Hebrew) in print.

6. "Disharmony between Biblical Accentuations' Original Meaning and Its Common Musical Implementation: Analysis and Exegetical Implications", (in Hebrew, English summary) in print.

Prof. Emeritus Asher Laufer (Senior Faculty)

Areas of Research:

Phonetics and phonology, especially of Modern and Tiberian Hebrew, intonation; computerized speech

Books:

1. *Chapters in Phonetics and in Phonetic Transcription*, (The book is accompanied with a CD), Magnes, Jerusalem, 2008, 276 pp. (in Hebrew)

Articles**:**

2. "Spoken and written Hebrew: Two separate processes (Vocalization Reform)", *Leshonenu La'am*, Vol. 55, Jerusalem, 2005-6, pp. 156-173 (in Hebrew).

3. "Contemporary Hebrew feeds mainly from its own Hebrew roots: Hebrew is not a Creole language", *Sha'are Lashon: Studies in Hebrew, Arameic and Jewish Languages Presented to*

Moshe Bar-Asher, ed. A. Maman, S. Fasberg and Y. Broier, Jerusalem, 2007, pp. 117-135 (In Hebrew).

4. "Pharyngeal articulation in Hebrew", the summary of my invited guest lecture in the *International Workshop on Pharyngeals and Pharyngealisation*, held in the Research Beehive, Newcastle University, UK, on March 27, 2009. Can be viewed via the site: http://www.ncl.ac.uk/linguistics/assets/documents/AsherLaufer.pdf.

Other Publications:

5. Laufer A. (2007), "The Pharynx and the Larynx in Speech – Photography of the Inner Pharynx with Fiber-optics", 2007, a 20 minutes DVD movie edited in the Language labs. of the Hebrew University in Jerusalem; Can be viewed (with poorer resolution) via the site http://multimedia.huji.ac.il/video/lau-131206.html (In Hebrew).

6. Laufer A., Delshad E., and Shoval C. (2009), "Sabra Sound: Learning to Pronounce Hebrew". A courseware with audio-visual technology controlled by computers. (An Internet multimedia courseware which can be used in the internet all over the world, free of charge.) The project is in its last stages, and it is already launched in the site of the Hebrew University, in this site: http://hebrew-multimedia.huji.ac.il/sabrasound/index1.htm or http://hebrew-multimedia.huji.ac.il/sabrasound/index.html (In English).

Prof. Aharon Maman Aharon

Areas of Research:

Medieval Hebrew, especially Karaite; the grammatical thought in the Middle Ages; Judeo-Arabic texts; Genizah studies; reading traditions of Hebrew and Aramaic classical texts; Judeo-Maghrebian

Books:

1. *Otsrot Lashon - The Hebrew Philology Manuscripts and Geniza Fragments in the Library of The Jewish Theological Seminary of America,* Jerusalem and New York (497 pp., Hebrew, English Summery) 2006

2. (co-author: Efraim Ben-Porat) *Kitāb Al-Nutaf: `Ali ben Sulaymān's Version of R. Yehudah Ḥayyūj's Philological Commentary to the Prophets – Introduction, Text, Commentary, Translation, and Verse Index*, (*The Source and Research* Series of The Academy of Hebrew Language, in press, Jerusalem 2011)

Edited Books:

3. (co-editor, S. E. Fassberg), *Massorot* 13-14 (2006)

4. *Sefer Ha-Hassaga, which is Kitāb al-Mustalhaq of R. Yona b. Janah in the Hebrew translation of Obadia Ha-Sefaradi, a Critical Edition* based on two manuscripts and compared to the Arabic Original with an Introduction, notes, and an Index of Biblical Sources, by D. Téné, Jerusalem 2006

5. (co-editor, S. E. Fassberg), *Mehqarim be-Lashon* 10 (2005)

6. Yona Sabar, *The Five Scrolls in Jewish Neo-Aramaic Translations*, *Edah ve-Lashon* 26 (2006)

7. *Sha'arei Lashon, Studies in Hebrew, Aramaic, and Jewish Languages, Presented to Moshe Bar-Asher: 1:Biblical Hebrew, Masorah, and Medieval Hebrew; 2: Rabbinic Hebrew and Aramaic; 3: Modern Hebrew and Jewish Languages*, Jerusalem 2007 (co-editors: S. Fassberg, Y. Breuer)

8. Ora (Rodrigue) Schwarzwald, *A Dictionary of the Ladino Passover Haggadot, Edah veLashon* 27 (2008)

9. Reuven Enoch, *Tavsili – The Traditional Oral Translation of the Biblie in Judeo-Georgian, A Critical Edition of Genesis*, *Edah veLashon* 28 (2008)

10. Reuven Enoch, *Studies in Tavsili of the Book of Genesis*, *Edah veLashon* 29 (2009)

11. (co-editor, S. E. Fassberg), *Mehqarim be-Lashon* 11-12 *Avi Hurvitz Festschrift* (2009)

12. (co-editor, A. Ben-amitai; A. Yardeni), S. Morag, *Phonology and Morphology of Hebrew, Phonetics and Phonology – Basic Lessons*, Jerusalem 2009

13. Yona Sabar, *Jewish Neo-Aramaic Translations of Hebrew Liturgical Poems: A Critical Edition*, *Edah ve-Lashon* 30 (2009)

Articles:

14. "A New Edition of Rabbi Abraham Ibn Ezra's *Sefer Moznayim*", *Leshonenu* 68 (2006), pp. 161-170 (in Hebrew)

15. "M. Mishor's Proposal for a Vocalization System Reform – A Reply", *Leshonenu La'am* 55 (2005-2006), pp. 174-181 (in Hebrew)

16. "Introduction", *Sefer Ha-Hassaga, which is Kitāb al-Mustalhaq of R. Yona b. Janah in the Hebrew translation of Obadia Ha-Sefaradi, a Critical Edition* based on two manuscripts and compared to the Arabic Original with an Introduction, notes, and an Index of Biblical Sources, by D. Tene, Jerusalem 2006, pp. ix-xxiv (in Hebrew)

17. "Rabbinic Hebrew in Rav Hai Gaon's *Kitāb al-Hawi* according to the Adler and Taylor-Schechter Genizah Collections", *Leshonenu La'am* 2006, pp. 23-33

18. "Karaite Hebrew Grammatical Thought, State of the Art", *Maimónides y su época* (eds. Carlos del Valle, Santiago García-Jalón, Juan Pedro Monferrer), Madrid 2007, pp. 429-438

19. "Is Medieval Comparative Semitic Philology a Copying or a Creative Work?" review of: Dan Becker, *Arabic Sources of Isaac ben Barun's BOOK OF COMPARISON BETWEEN THE HEBREW AND THE ARABIC LANGUAGES*, Tel Aviv 2005, *Katharsis* 7 (2007), pp. 28-44

20. "On Raphael Berdugo's *Leshon Limmudim*" (Review-essay of M. Bar-Asher's edition of *Le Commentaire Biblique "Leshon Limudim" de Rabbi Raphael Berdugo*, Institut Bialik, 3 volumes, Jerusalem 2001), *Pe'amim* 110 (2007), pp. 129-145 (in Hebrew)

21. "An appreciation of Moshe Bar-Asher", *Sha'arei Lashon, Studies in Hebrew, Aramaic, and Jewish Languages, Presented to Moshe Bar-Asher*, Jerusalem 2007, pp. V-XII (co-authors: S. Fassberg, Y. Breuer)

22. "A Hebrew – Old French Glossary to Joshua 10:7 – Judges 9:24 according to Genizah Fragments T-S K7.3-5", *Sha'arei Lashon, Studies in Hebrew, Aramaic, and Jewish Languages, Presented to Moshe Bar-Asher* (editors: A. Maman, S. Fassberg, Y. Breuer), Jerusalem 2007, vol. 1, pp. 220-270

23. "מעיל תשבץ" - מפגש [= Jewish Languages: Bridge and Barrier], in "לשונות היהודים - גשר וגדר" התרבויות בין יהדות לאסלאם בימי הביניים [= *Cultural Encounters between Judaism and Islam],* (ed. M. Frenkel), Jerusalem 2008, pp. 127-141 (in Hebrew)

24. "R. Yonah ibn Janah: between Philosophy and Language" (*Leshonenu* 70 (2008), pp. 351-359

25. "The Sefrou (Morocco) Version of *Al-'Ashar Kalimāt",* *Languages and Literatures of Sephardic and Oriental Jews (ed. David M. Bunis*, pp. 242-255 (in Hebrew)

26. "Philology in Andalus, 950-1223 – An Overview", *Iberia Judaica* 1 (2009), pp. 85-117

27. "*u-faḥad ve-raḥav levavekh* – R. Yehuda ben David Hayyuj's version", *Leshonenu* 71 (2009) 6 pp. 97-103

28. "On the Hebrew Alphabet", *The Creative Alphabets in the Whole World [Proceedings of the World Character Conference, Seoul 5-8 October 2009]* (ed. Soon-Jick-Bae), San Chung Pub. Co. [Seoul, Korea] 2009 pp. 53-73

29. "New Fragments from R. Isaac ibn Barun's *Kitab al-Muwazana*," *MAS'AT AHARON Linguistic Studies Presented to Aron Dotan*, (ed. Moshe Bar-Asher, Chaim E. Cohen), Jerusalem 2009, pp. 358-391 (in Hebrew)

30. "To What Extent Have Medieval Philological Works Survived? Three Test-Cases", *Uncovering the Canon : Studies in Canonicity and Genizah* (eds Menahem Ben-Sasson, Robert Brody, Amia Liblich, Dana Shalev, Jerusalem 2010, pp. 217-233

31. "An Eleventh Century Karaite Hebrew Grammar" – review-essay of Geoffrey Khan, Judith Olszowy-Schlanger, and Maria Angeles-Gallego, eds., *The Karaite Tradition of Hebrew Grammatical Thought in its Classical Form – A Critical Edition and English Translation of al-Kitāb al-Kāfi fī al-Luġa l-'Ibrāniyya by 'Abū al-Faraj Harūn ibn al-Faraj*, I-II, Brill, Leiden 2003, accepted for publication in *The Jewish Quarterly Review.*

32. "Fes – the cradle of Hebrew Linguistic Literature during the tenth- and eleventh centuries," פאס וערים אחרות במרוקו כמרכזי תורה ותרבות; פאס – אלף שנות יצירה (קובץ המאמרים של כנס בר-אילן)

33. Judeo-Magrebian from David Buskila to Asher Cohen – Renaissance or Swan Song? *Prof. Joseph Chetrit's Festschrift (ed. Joseph Toby, 15 pp. in press)*

34. לשונות ברכה באחדות מלשונות היהודים, ספר היובל לכבוד יצחק ספיר (30 עמודים, בדפוס)

35. "Typology of Creativity in Judeo-Maghrebian", *Studies in North African Judaic Culture* (the Program of Judaic Studies, Yale University and the Center of Jewish Languages and Literature, The Hebrew University, co-edited by Prof. Steven D. Fraade and Prof. Moshe Bar-Asher; 15 pp. in press)

36. "פתשגן המלצות נמלצות של חכמי מרוקו במאה הי"ט", *Studies in North African Judaic Culture* (the Program of Judaic Studies, Yale University and the Center of Jewish Languages and Literature, The Hebrew University, co-edited by Prof. Steven D. Fraade and Prof. Moshe Bar-Asher; 31 single-spaced pp. in press)

Encyclopedia Entries:

37. "Sarfatti, Gad B[en Ami]", *Encyclopedia Judaica* (2nd ed., 2007), vol. 18, p. 55

38. "Blau, Joshua", *Encyclopedia Judaica* (2nd ed 2007), vol. 3, pp. 743-744

39. "Bar-Asher, Moshe", *Encyclopedia Judaica* (2nd ed 2007), vol. 3, p. 13

40. "Kaddari, Menachem Zvi", *Encyclopedia Judaica* (2nd ed 2007), vol. 11, p. 695

41. (co-authors: D. Tene and James Barr), "Linguistic Literature, Hebrew," *EJ* (2nd Edition 2007), vol. 13, pp. 29-61 (my main contribution consists in updating the section entitled "Authors and their Works", ibid. pp. 45-54)

42. "Hayyuj, Judah ben David" (co-author Nehamya Allony), *Encyclopedia Judaica* (2nd ed., 2007), vol. 8, p. 484-485

43. (co-authors: Ruth Lehmann, Dov Noy) "Abbreviations", *Encyclopedia Judaica* (2nd ed., 2007), vol. 1, pp. 237-240

44. "Ben Asher, Aaron", *Encyclopedia of Jews in the Islamic World*, Brill, Leiden 2010, vol. I, pp. 373-375

45. "Ben Asher, Moses", *Encyclopedia of Jews in the Islamic World*, Brill, Leiden 2010, vol. I, p. 375

46. "Ibn Quraysh, Judah", *Encyclopedia of Jews in the Islamic World*, Brill, Leiden 2010, vol. II, pp. 534-535

47. "Lexicography (including word-lists)" , *Encyclopedia of Jews in the Islamic World*, Brill, Leiden 2010, vol. III, pp. 245-249

48. "Mishael ben Uzziel", *Encyclopedia of Jews in the Islamic World*, Brill, Leiden 2010, vol. III , pp. 131-132

49. "Rich (Morocco)", *Encyclopedia of Jews in the Islamic World*, Brill, Leiden 2010, vol. IV, p. 171

50. "Sa'adia's Commentary to Daniel" [Genizah Fragment GG 82 from the Geneva Municipal and University Library], *The Cairo Geniza Collection in Geneva: Catalogue and Studies* (ed. David Rozental), Jerusalem 2010, pp. 254-261 (in Hebrew)

Book reviews:

51. Book review of: María Ángeles-Gallego, *El judeo-árabe medieval, Edición, traducción, y estudio lingüístico del* Kitāb al-taswi'a *de Yonah ibn Ğanāħ* (Peter Lang) Bern 2006; xi + 180 pp. *Hispania Judaica Bulletin* 7 (2010), pp. 351-3

Dr. Yael Reshef Yael (Senior Faculty)

Areas of Research:

 Modern Hebrew, revival of Hebrew, language and culture, language and society, language and popular music

Articles:

1. "Direct Speech in Non-Literary Texts: A Possible Source of Information on the Character of Early Spoken Modern Hebrew?", *Hebrew Studies* XLVI (2005), pp. 169-196

2. "Modern Hebrew at Its Inception: A Study of Construct Structures in Administrative Correspondence", *Mexkarim Belashon* 10 (2006), pp. 171-200 [in Hebrew]

3. "'The Subject We Will Discuss': On the Origins of the Asyndetic Relative Clause in Contemporary Hebrew", *Hebrew – A Living Language* 4 (2006), pp. 411-430 [in Hebrew]

4. "Conversion through Composition: The Transformation of Bialik's Prosody from Ashkenazi to the Sephardi Stress Patterns in Nursery Rhymes Set to Music", *Min-Ad: Israel Studies in Musicology Online* 2006 [24 pp., in Hebrew] (with N. Wagner)

5. "'The Voice of the First Hebrew City to its Residents': Municipal Posters in Mandate Era Tel Aviv", *Israel* 11 (2007), pp. 61-89 [in Hebrew] (with A. Helman)

6. 'Putting the Metre Strait': From Ashkenazi to Grammatical Stress in Bialik's Children's Lyrics Set to Music", *Jerusalem Studies in Hebrew Literature* XXII (2008), pp. 371-406 [in Hebrew] (with N. Wagner)

7. "Naomi Shemer: A Linguistic Shaper of Hebrew Folksong", *Leshonenu La'am* LVI,3 (2007), pp. 149-163 [in Hebrew]

8. "On One Syntactic Phenomenon in the Language of Hebrew Writers in Europe and Palestine", in A. Maman, S. Fassberg and Y. Breuer (eds.), *Sha'arei Lashon: Studies in Hebrew, Aramaic and Jewish Languages Presented to Moshe Bar-Asher*, vol. III: Modern Hebrew and Jewish Languages, Jerusalem 2007, pp. 187-203 [in Hebrew]

9. "English in Israel: Sociolinguistic and Linguistic Aspects", in Franco Aspesi, Vermondo Brugnatelli, Annalinda Callow and Claudia Rosenzweig (eds.), *Il mio cuore è a oriente. Studi di linguistica storica,filologia e cultura ebraica dedicati a Maria Mayer Modena* [=Quaderni di ACME 101], Milano 2008, pp.733-75

10. "The construction יש לו את in early modern spoken Hebrew", *Leshonenu La'am* LVI, 4 (2008), pp. 226-233 [in Hebrew]

11. "Folksongs, Popular Songs and Spoken Hebrew: The Integration of Colloquial Language into Popular Music during the Yishuv and Early Statehood Periods", *Leshonenu* 70 (2008), pp. 513-532 [in Hebrew]

12. "Semantic Shifts of Textual Origin in Jewish Languages", in David M. Bunis (ed.), *Languages and Literatures of Sephardic and Oriental Jews*, Jerusalem 2009, pp. 21-41 [in Hebrew]

13. "Continuity vs. Change in the Emergence of Standard Modern Hebrew: The Verbal System in the Early Mandate Period", *Modern Hebrew: Two Hundred and Fifty Years*, Haim Cohen (ed.), Jerusalem 2009, pp. 143-176

14. "The Active Participle and Temporal Expression in Hebrew", *Leshonenu* LXXI (2009), pp. 315-344 [in Hebrew] (with T. Zewi)

15. "Instructing or Recruiting? Language and Style in 1920s and 1930s Tel Aviv Municipal Posters", *Jewish Studies Quarterly* 16 (2009), pp. 306-332 (with A. Helman)

16. "On the nature of spoken Hebrew in its formative years", *Hed Ha-ulpan He-xadash* 95 (2009), pp. 79-88 [in Hebrew]

17. "La poesia e la canzone nella cultura ebraica contemporanea", *A Oriente: Rivista italiana di lingue e culture orientali* 14 (2010), pp. 52-61

18. "The Re-emergence of Hebrew as a National Language", Stefan Weninger and Michael P. Streck (eds.), *Semitic Languages: An International Handbook* [=*Handbooks of Linguistics and Communication Science Series*], Berlin (forthcoming)

19. "Hebrew Speech Taking Root during the British Mandate Period", in Shlomo Izreel (ed.), *The Speaking Machine as a language Teacher: Hebrew Spoken Here - Hebrew voices from Nazi Germany: A testimony on spoken Hebrew and life in Palestine during the British Mandate Period*, Tel Aviv (forthcoming), pp. 143-162 [in Hebrew]

20. Y. Reshef, "Spoken Hebrew at its Inception: Sources of Information", in Shlomo Izreel (ed.), *The Speaking Machine as a language Teacher: Hebrew Spoken Here - Hebrew voices from Nazi Germany: A testimony on spoken Hebrew and life in Palestine during the British Mandate Period*, Tel Aviv (forthcoming), pp. 163-187 [in Hebrew]

21. Y. Reshef, "The Linguistic Character of Early Spoken Hebrew", in Shlomo Izreel (ed.), *The Speaking Machine as a language Teacher: Hebrew Spoken Here - Hebrew voices from Nazi Germany: A testimony on spoken Hebrew and life in Palestine during the British Mandate Period*, Tel Aviv (forthcoming), pp. 188-211 [in Hebrew]

22. "Conservatism or Innovation? A Reassessment of Naomi Shemer's Early Work", Criticism and Interpretation (forthcoming) [in Hebrew]

23. "From Hebrew Folksong to Israeli Song: Language and Style in Naomi Shemer's Lyrics", *Israel Studies* (forthcoming)

Encyclopedia entries:

24. Y. Reshef, "Revival of Hebrew – Grammatical Structure and Lexicon", in Geoffrey Khan (ed.), *Encyclopedia of Hebrew Language and Linguistics*, Brill: Leiden/Boston (forthcoming)

25. Y. Reshef, "Revival of Hebrew – Sociolinguistic Dimension", in Geoffrey Khan (ed.), *Encyclopedia of Hebrew Language and Linguistics*, Brill: Leiden/Boston (forthcoming)

26. Y. Reshef, "History of Scholarship on Modern Hebrew Grammar", in Geoffrey Khan (ed.), *Encyclopedia of Hebrew Language and Linguistics*, Brill: Leiden/Boston (forthcoming)

27. Y. Reshef, "Epistolary Fornulae", in Geoffrey Khan (ed.), *Encyclopedia of Hebrew Language and Linguistics*, Brill: Leiden/Boston (forthcoming)

28. "Hebrew of Popular Music", in Geoffrey Khan (ed.), *Encyclopedia of Hebrew Language and Linguistics*, Brill: Leiden/Boston (forthcoming)

29. "Asyndesis", in Geoffrey Khan (ed.), *Encyclopedia of Hebrew Language and Linguistics*, Brill: Leiden/Boston (forthcoming)

30. "Honorific Terms of Address", in Geoffrey Khan (ed.), *Encyclopedia of Hebrew Language and Linguistics*, Brill: Leiden/Boston (forthcoming)

31. "Pluralis Majestatis", in Geoffrey Khan (ed.), *Encyclopedia of Hebrew Language and Linguistics*, Brill: Leiden/Boston (forthcoming)

Book reviews:

32. Review of Criticism & Interpretation 38, in: *Leshonenu* LXIX (2007), pp. 383-389 [in Hebrew]

33. Review of The Hebrew Language in the Era of Globalization (N. Nevo and E. Olshtain, eds.), in: *Language and Communication* (forthcoming)

34. Review of The Verbal System in Late Enlightenment Hebrew (Lily Kahn), in: *Orientalistischen Literaturzeitung* (forthcoming)

35. Review of *A New Sound in Hebrew Poetry* (Miryam Segal), in: *Studies in Contemporary Jewry* (forthcoming)

Dr. Ofra Tirosh-Becker (Senior Faculty)

Areas of Research:

Rabbinic Hebrew in Karaite writings; North-African Judeo-Arabic; Judeo-Arabic translations of the Bible and of post-biblical literature; Medieval Hebrew; contact between Hebrew and Arabic in the Middle Ages.

Books:

1. Tirosh-Becker, O. *Rabbinic Excerpts in Medieval Karaite Literature. Vol. 1: Philological and Linguistic Studies; Vol. 2: Annotated Scientific Edition*. 1,261 pages in 2 volumes. The Bialik Institute and the Ben Yehuda Center of the Hebrew University, Jerusalem (2011; in print). (in Hebrew)

Edited Books:

2. (with D. Bunis), *Massorot: Studies in Language Traditions and Jewish Languages* 15 (2010), 7+xix+229 pages.

Articles:

3. Tirosh-Becker, O. (2005). "Karaite Judeo-Arabic Translations of Excerpts from the Mishnah: On the Meaning of *Ba'alil*." *Jewish Quarterly Review* 95:530-556.

4. Tirosh-Becker, O. (2006). "An Algerian Judeo-Arabic Translation of Piyyut 'Mi Khamokha' by Rabbi Yehuda Ha-Levi." *Massorot* 13-14:315-369. (in Hebrew)

5. Tirosh-Becker, O. (2007). "Judeo-Arabic Translations of the Karaite Scholars Yeshu'ah ben Yehudah, Yusuf al-Basir and Ya'qub al-Qirqisani to Excerpts from the Mishnah." *Sha'arei Lashon*: *Studies in Hebrew, Aramaic and Jewish Languages presented to Moshe Bar-Asher*, eds. A. Maman, S. E. Fassberg, and Y. Breuer, Vol. 3, Jerusalem 2007, pp. 435-466. (in Hebrew)

6. Tirosh-Becker, O. (2011). "On Dialectal Roots in Judeo-Arabic Texts from Constantine (East Algeria). *Revue des Études Juives* 170 (1-2), pp. 227-253.

7. Tirosh-Becker, O. (2011). "Archaic and Dialectal Features in an Algerian Judeo-Arabic Translation and Commentary of Tractate Avot." *Hikrei Ma'arav u-Mizrah. Studies in Language, Literature and History Presented to Joseph Chetrit,* eds. Y. Tobi and D. Kurzon, Jerusalem 2011, pp. 181-207. (in Hebrew)

8. Tirosh-Becker, O. (2011). "Terms for Realia in an Algerian Judeo-Arabic Translation of the Hoša(not", *Studies in the Culture of North African Jewry*, eds. M. Bar-Asher and S. Fraade, New Haven 2011, pp. 171-186.

9. Tirosh-Becker, O. (2011). "Languages of Algerian Jews." *Algeria*: *Jewish Communities in the East in the Nineteenth and Twentieth Centuries*. Ben-Zvi Institute. ed. H. Saadun, Jerusalem 2011, pp. 000-000 [16 pages] (in Hebrew)

10. Tirosh-Becker, O. (in print). "Mixed Linguistic Features in a Judeo-Arabic Text from Algeria: The *Šarh* to the *Haftarot* from Constantine", *Festschrift*. [peer reviewed, accepted for publication, 37 pages]

Encyclopedia Entries:

11. Tirosh-Becker, O. (2006). Addition to the entry "Constantine". *Encyclopedia Judaica*, Second new edition, **5**:181.

12. Tirosh-Becker, O. (2010). "Jeshua ben Judah (Abu 'l-Faraj Furqan ibn Asad)." *Encyclopedia of Jews in the Islamic World*, ed. N. A. Stillman, Brill Academic Publishers, Leiden, 3:21-22.

13. Tirosh-Becker, O. (2010). "Transcribed Hebrew Texts". *Encyclopedia of Jews in the Islamic World*, ed. N. A. Stillman, Brill Academic Publishers, Leiden, 4:528-530.

14. Tirosh-Becker, O. (2010). "Translations of Rabbinic Sources into Arabic". *Encyclopedia of Jews in the Islamic World*, ed. N. A. Stillman, Brill Academic Publishers, Leiden, 4:530-532.

15. Tirosh-Becker, O. (in print). "Algeria, Hebrew in". *Encyclopedia of Hebrew Language and Linguistics*, ed. G. Khan, Brill Academic Publishers, Boston.

16. Tirosh-Becker, O. (in print). "Karaite sources for Rabbinic Hebrew (Tannaitic and Amoraic)". *Encyclopedia of Hebrew Language and Linguistics*, ed. G. Khan, Brill Academic Publishers, Boston.

Other Publications:

17. Tirosh-Becker, O. (2005). *Multi-annual Report 2002-2005* of The Center for the Study of Jewish Languages and Literatures. [A booklet of 22 pages]

Dr. Barak Dan (Adjunct Faculty)

Areas of Research:

Biblical Hebrew, Aramaic, normativism in Modern Hebrew

Articles:

1. "הִתְרַחַצְתִּי (Job 9:30): Another Vestige of the Light Hitpaʿel Conjugation in Biblical Hebrew," *Lěšonénu* 67 (2005), pp. 143-145 [In Hebrew]

2. "גָּאַל יִשְׂרָאֵל," *Lěšonénu* 68 (2006), pp. 171-172 [In Hebrew]

Other publications:

3. "Prof. Avi Hurvitz: Teacher and Scholar", *Language Studies* XI-XII (2008), pp. יג–יט [In Hebrew]

Dr. Michal Held (Adjunct Faculty)

Areas of Research:

Judeo-Spanish language and ltierature

Books:

1. *Let Me Tell You a Story / Ven, te kontare: The Personal Narratives of Judeo-Spanish Speaking Storytelling Women, An Interdisciplinary Research*, Ben-Zvi Institute for the Study of Jewish Communities in the East, Jerusalem 2009. (In Hebrew)

Articles:

1. "The People Who Almost Forgot: Judeo-Spanish Web-Based Interactions as a Digital Home-Land."

    El Prezente 4 (In print) (In Hebrew)

2. "The People Who Almost Forgot: Judeo-Spanish Online Communities as a Digital Home-Land", Accepted for publication in *El Prezente* 4.

3. " 'When I sing this song that was sung before me': "The Penetration of the Judeo-Spanish Piyyut into Contemporary Hebrew Poetry as a Movement from Reflectivity to Reflexivity, in: Haviva Pedaya, ed. *The Piyyut as a Cultural Prism: New Approaches*, in print by the Van-Leer Institute. (In Hebrew)

4. "Ima, Madre or Mama: Code Switching in the Personal Narratives of Judeo-Spanish (Ladino) Speaking Women Storytellers", *Ladinar* V (2009), pp. 67-88. (In Hebrew).

5. "Queen Esther of the Tel Aviv Purim Carnival – A Personal Narrative in its Cultural Context", *Massekhet* 8 (2008), pp. 97-116. (In Hebrew; In collaboration with Nili Arye-Sapir).

6. ""Judeo-Spanish⇔Hebrew Bilingual Poetry Composed in Israel in the Late Twentieth Century, its Analysis and Meaning" in David M. Bunis, ed. *Languages and Literatures of Sephardic and Oriental Jews: Proceedings of The Sixth International Congress for Research on the Sephardic and Oriental Jewish Heritage*, Jerusalem 2009, pp. 105-91. (In Hebrew)

7. Between the Sea and the River" – A Multi-Layered, Cultural and Literary Analysis of a Sephardic Wedding Song from the Island of Rhodes", *El Presente* 1 (2007), pp. 91-122. (In Hebrew)

8. "The Relationship between the Hebrew Components embedded in a Jewish Language and the Modern Hebrew Surrounding It – The Case of Contemporary Judeo-Spanish in Israel" in: A. Maman, S.E. Fassberg and Y. Bruer, eds. *Sha'arei Lashon: Studies in Hebrew, Aramaic and Jewish Languages Presented to Moshe Bar-Asher, Volume III: Modern Hebrew and Jewish Languages*, Jerusalem 2007, pp. 304-319. (In Hebrew)

9. "Language, Object, Place: Identity Reflections Embedded in the Personal Narratives of Judeo-Spanish (Ladino) Speaking Women Storytellers" in: Haviva Pedaya and Ephraim Meir, eds.

Judaism, Topics, Fragments, Faces, Identities: Jubilee Volume in honor of Rivka Horwitz, Jerusalem 2007, pp. 305-336.

10. "A Preliminary Study of a Judeo-Spanish Translation of *Shir ha-Shirim* from Morocco", *Massorot* Vol. 13-14 (2006), pp. 75-88. (In Hebrew)

11. "La aktividad en el kampo del djudeo-espanyol ke tiene lugar en la Universidad Ebrea de Yerushaláyim", *Ladinar* IV (2006), pp. 105-110. (In Judeo-Spanish)

12. " 'Ande ʻstan todas las konsejas? / Where are all the tales?': On the Immersion of Folktales in the Personal Narrative of a Judeo-Spanish Storyteller of Jerusalem", *Jerusalem Studies in Jewish Folklore* XXIII (2005), pp. 39-60. (In Hebrew)

Book Reviews:

13. "I will Tell a Poem: A Study of the Judeo-Spanish (Ladino) Coplas by Shmuel Refael", *Pe'amim* 12-123 (2010), pp. 229-238.

14. "The Beloved Friend and a Half: Studies in Sephardic Folk Literature by Tamar Alexander-Frizer", *Jewish Studies* 40 (2000), pp. 217-226.

Poetry:

15. *Time of the Pomegranate*, Tel Aviv 1996.

16. *Over the Face of the Waters*, Jerusalem 2009.

Dr. Uri Mor (Adjunct Faculty)

Areas of Research:

Hebrew and Aramaic of the Judean Desert, Rabbinic Hebrew

Articles:

1. "Three questions and three answers on the Hebrew documents from Judaea between the first and the second revolts" (Hebrew). *Meghillot* 10 (Forthcoming)

2. "The nominal clause in the Hebrew legal documents and letters from the Judean Desert" (Hebrew). *Lĕšonénu* 72 (with Tamar Zewi; Forthcoming)

3. "On the verbal nouns of של"ם in the heavy conjugation" (Hebrew). In *Zaphenath-Paneah: Linguistic studies presented to Elisha Qimron on the occasion of his sixty-fifth birthday*, ed. Daniel Sivan, David Talshir, and Chaim Cohen, Beer-Sheva: Ben-Gurion University of the Negev press 2009, 279–287.

4. "A note on the Hebrew loan bill XHev/Se 49" (Hebrew). *Lĕšonénu* 71 (2009):223–225

5. "Word order in the legal documents and letters from the Judean Desert" (Hebrew). *Meghillot* 7 (2008):237–261

6. "אילא, אם לא" (Hebrew). *Lĕšonénu* 70 (2008):167–184

Encyclopedia Entries:

7. "Bar Kochba, Hebrew of Bar Kochba documents; Guttural consonants. (i) pre-modern." *Encyclopedia of Hebrew language and linguistics* (*EHLL*), Leiden: Brill (Forthcoming)

Dr. Adina Moshavi (Adjunct Faculty)

Areas of Research:

Biblical Hebrew, Syntax, Pragmatics

Books:

1. *Word order in the Biblical Hebrew finite clause: A syntactic and pragmatic analysis of preposing*. Linguistic Studies in Ancient West Semitic. Winona Lake, Indiana: Eisenbrauns, 2010.

Articles:

2. "Can a positive rhetorical question have a positive answer in the Bible?" *Journal of Semitic Studies* 2011. Forthcoming.

3. "Rhetorical question or assertion? The pragmatics of הלא in Biblical Hebrew." *Journal of Ancient Near Eastern Studies* 32. In press.

4. "'Is that your voice, my son David?' Conducive questions in Biblical Hebrew." *Journal of Northwest Semitic Languages* 36 (2010):65-81.

5. "Two types of argumentation involving rhetorical questions in Biblical Hebrew dialogue." *Biblica* 90 (2009):32-46.

6. "Focus preposing in Biblical Hebrew." *Lěšonénu* 71 (2009):35-55 [in Hebrew].

7. "Syntactic evidence for a clausal adverb הלא in Biblical Hebrew." *Journal of Northwest Semitic Languages* 33 (2007):51-63.

8. "הלא as a discourse marker of justification in Biblical Hebrew." *Hebrew Studies* 48 (2007):171-186.

9. "Topicalization in Biblical Hebrew." *Lešonenu* 69 (2007):7-30 [in Hebrew].

Encyclopedia Entries:

10. "Verbal clause, Biblical Hebrew." *Encyclopedia of Hebrew language and linguistics,* ed. Geoffrey Khan. Leiden: Brill. Forthcoming.

11. "Interrogative clause, Biblical Hebrew," *Encyclopedia of Hebrew language and linguistics,* ed. Geoffrey Khan. Leiden: Brill. Forthcoming.

12. "Word order, Biblical Hebrew," *Encyclopedia of Hebrew language and linguistics,* ed. Geoffrey Khan, Leiden: Brill. Forthcoming.

Dr. Lea Tzivoni (Adjunct Faculty: Language Editing Track)

Books:

1. עברית כהוויתה: עניינים כלליים (צבעונים, 2009)

2. אמנות הפיסוק (צבעונים, 2010)

3. כתיב בלי ניקוד (צבעונים, 2011)

Ms. Wolpe Idit (Adjunct Faculty: Language Editing Track)

Books:

1. (with D. Zomer, N. Baruch, S. Orian), המכללה לפיקוד ,אוריינות אקדמית וצבאית - חוברת כללים ותרגילים

    ולמטה (2010)

Language Editing:

2. המכללה לפיקוד ולמטה, "מסע בישראל", גיליון מספר 1, דצמבר 2009

3. המכללה לפיקוד ולמטה, "מסע בישראל", גיליון מספר 2, יולי 2010

4. המכללה לפיקוד ולמטה, "מסע בישראל", גיליון מספר 3, ינואר 2011