

**The Rothberg International School
(RIS)**

THE HEBREW UNIVERSITY OF JERUSALEM

Report of the Review Committee

March 28, 2007

Presented to Prof. Haim D. Rabinowitch, Rector

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COMMITTEE'S REPORT

THE HEBREW UNIVERSITY OF JERUSALEM
The Rothberg International School

Report of the Review Committee
March 28, 2007

Committee Members:

Prof. Gershon Ben-Shakhar (Psychology)

Prof. Nachman Ben-Yehuda (Sociology)

Prof. Yehoshua Kolodny (Earth Sciences)

Prof. Edna Ullmann-Margalit (Chair; Philosophy, Education, Rationality)

I. Mission

1. The School's Mission

The School needs to arrive at a better definition and understanding of its own mission and goals.

In its documents, the School defines itself as "The academic arm of the HU, reaching out to the world in order to present to the world the values of Jewish and Israeli culture as well as the central role of the HU as a world-class institution of excellent teaching and research." Or: "The cultural and academic link between the HU and the Jewish people in the Diaspora, thereby making an important contribution toward the fulfillment of the HU mission as "The University of the Jewish People". The head of the School describes it as "A platform for the Jewish people".

These statements lack clarity of mission. Moreover, what is lacking most is a clear statement of the academic mission for the School. (See below #3)

The Committee believes that the School will benefit from a structured process of internal review leading to a clear mission statement. It also believes that the School missed out on the opportunity to have begun such a process, in preparation for the visit of the Review Committee.

As part of the process leading to more clarity about the School's core mission and goals, it has to address the question of the product(s) it wants to shape.

(What does it see as the ideal graduate of its One Year Program; of its MA programs; of its '*Mechina*' – in terms of academic level, Hebrew proficiency, familiarity with Israel, future ties with the HU, future ties with Israel? etc.)

2. The Current Situation

The Committee formed the distinct impression that the current academic level of the programs offered by the School is inadequately low. This applies mostly to the BA programs, and it reflects on the reputation of the School as a whole. The Committee reached this conclusion on the basis of (1) its interviews with students, (2) the analysis of the responses to the questionnaires conducted in connection with the plan to found a liberal-arts College in

English at the HU and (3) informal conversations conducted by Committee members with various individuals outside of the framework of its official meetings.

3. The Committee's Suggestion

The School's primary mission should be to offer a high-level set of academic programs and curricula of studies in Jewish, Israeli, and regional studies, as well as in the sciences and in other academic fields, that will attract high-level BA and MA students from abroad.

The School should offer high-level one-year courses, one-semester courses, and also intensive summer courses.

In addition to being attractive to good students from abroad, the programs should aim to bring those students in touch with the HU departments and research centers, as well expose its own students to these good students, thereby contributing to raising the academic level of the HU itself.

The School is therefore required to ensure the high academic level of its own programs. An effort should be made to speedily erase the image of the One Year Program (and its auxiliaries) as a "fun camp." Once it becomes an academically serious program, its reputation will change accordingly and will impact favorably upon the reputation of the School.

The public/political/PR goals of the School (such as strengthening contacts with Diaspora Jewry and with Friends of the HU abroad, bolstering the reputation of the HU as a world-class institution of excellence, spreading Jewish/Israeli culture and values abroad, contributing to *aliya* etc.), should be considered secondary goals. It is to be hoped that these secondary goals might indeed be reached as by-products of the successful achievement of the School's top-priority goals.

II. The BA Unit

4. Menu of Courses

The choice of courses offered in each of the School's programs should be re-examined. This re-examination needs to address types of courses, their level, and the overall number of courses offered at each level/program. The Committee formed the impression that the number of courses offered (on the BA level) is large, possibly too large, and that they are too eclectic in nature.

The Committee recommends to calculate a cap for the number of courses offered at any given semester (based on the requirement of 16 credit points per semester per student – out of which three have to be in Jewish/Israeli studies, and on a reasonable student/teacher ratio in the classes), and to make sure that all courses and teachers are appropriately approved (see #5, #6 below). About half of these courses should be on a basic introductory level. Every two or three years the menu should be reviewed and updated by the BA academic committee, to respond to the feedback on the courses, as well as to changes in demand.

Furthermore, the Committee recommends that only (or almost only) courses in the areas of Jewish/Israeli studies should be offered on an introductory level. All other courses, in all other disciplines, should be at least on a second-year level. The aim should be to offer each year a reasonable number of courses on such a level that will attract the good BA students and possibly some of the MA students as well.

In principle, as many of the School's courses as possible should be regular courses given in English by HU faculty. However, to offer regular HU courses in English seems to be a realistic option mainly for the MA programs, and perhaps to a lesser extent to the OYP students. (See below, #9)

The Committee was told that the School's programs are largely "student driven." Student-Driven Programs are not necessarily a bad idea, as long as there is recognition that this is the case, and certain criteria are set in advance. High-level core academic clusters and aims are to be defined and kept. A "zero planning" methodology might be helpful.

The Committee formed the impression that the School has been operating for too long on the principle of inertia. Its curriculum relies to a significant degree on past courses: "what was" largely determines "what will be". (A salient example is the course on psychopathology.)

5. Recruitment of Teachers

The School has difficulties recruiting teachers of high academic standing, from within the HU and also from the outside. This has not been the case in earlier years.

The reason seems to do mostly with the economic compensation the School offers to such potential teachers. HU professors are paid too low when they teach at the School as an "extra" to their regular salary; "*morim min ha-chutz*" are also paid too low. Since the School has a "closed budget," the Committee proposes for serious consideration the idea to let the School decide how much it wants and can pay these potential teachers. A few possibilities exist here. For example, different rules of payment for "external" teachers in the School can be set; pay to HU faculty might be done through "*tosefet tafkid*" rather than calculated as extra teaching hours.

(Note: if the School offers a smaller number of courses it may be able to afford paying its teachers more.)

In addition to raising the teachers' pay, other suggestions are hereby offered as to how to improve teachers' recruitment:

- to consider the possibility of coming to arrangements between the HU and some of its departments to assign a special '*teken*' (or a part thereof) to the department, against a commitment of the department to provide the School with senior faculty member(s) who will teach courses at the School for the scope of the '*teken*';
- to allow/encourage the teaching of regular (senior) faculty from a department at the School as part of the teacher's regular teaching load; the department shall be compensated financially by the School;
- to consider recruiting prominent professors from the pool of HU retirees.

The Committee considered recommending an increase in the number of joint appointments, but decided to withdraw this recommendation. Since a joint position is between a disciplinary department (requiring teaching as well as research) and the School (requiring teaching only), this arrangement is fraught with problems (having to do with evaluations, promotion, etc.). Also, since teaching at the School is to some extent driven by demand, the School may not wish to get "stuck" with a teacher whose topic may no longer be attractive to the School's students or becomes obsolete. The School's need to keep its curriculum flexible points the Committee in the direction of recommending the "loaning" of teachers for defined periods (say 3 years, renewable) rather than making permanent joint appointments.

6. Course Approval; Quality Control

More attention needs to be paid to how new courses and existing programs are certified. The academic committees at the School, primarily charged with this responsibility, need to be upgraded: the academic level of their members should be raised, particularly of the members of the MA committee, and their task of monitoring the academic level of the courses should be more clearly defined

The Committee identifies a major problem in this regard: the degree to which the School coordinates its courses/programs with the relevant HU departments is insufficient, and sometimes entirely lacking. The result is less-than-satisfactory quality control exercised over the School's courses. This is particularly salient in the One Year Program. One of the Committee members checked the issue with his department. It transpires that the department chair (for the past three years) was never consulted regarding the School's courses, or teachers, in his discipline.

The Committee recommends a two-tier process of course approval.

- First, courses and programs are to be approved by the relevant upgraded academic committee within the School. The committee will exercise quality control over individual courses and their teachers, and over the coherent overall structure of which they are a part.
- Second, every year the proposed set of courses will be presented to and approved by the "*va'adat hora'a*" of the relevant faculty. A representative of the School's academic committee (preferably the Chair) shall be invited to the discussion of the program at the "*va'adat hora'a*" of the faculty.

(Note: Since the programs/courses offered by the School are integrative in nature, it may at times be necessary to convene a joint session of representatives of the "*va'adat hora'a*" of Humanities and of Social Sciences, in order to discuss and to approve some of the School's programs.)

7. Methods of Teaching

Teachers in the School need to be more highly tuned to the pedagogic expectations and habits of its body of students; these are often different from the habits and expectations of Israeli students. (For example, international students read; their teachers should avoid summarizing readings in class, either by themselves or through students' assignments.)

Also, the Committee heard a complaint that not enough of the School's classes are "smart classes": this needs to be addressed and state-of-the-art technologies should be made available to the School's teachers and students.

8. Honors Programs

The Committee recommends to continue and to develop the budding initiative (currently in effect in the Middle East Studies program) to offer an honors program for the better and the more serious of the BA students.

III. The MA Unit

9. The MA Program

The Committee feels strongly that the choice of courses for MA students at the School should come, at least in part, from regular HU MA courses and seminars; the remaining courses will continue to be courses specially designed for the School (and approved according to the two-tier mechanism outlined in #6 above). Ideally, a mix ranging around 50%-50% between Rothberg-designed MA courses and HU regular MA courses should be aimed at and gradually reached. (The Committee does not make a specific recommendation as to whether the core MA courses at the School are to be specially designed while the others are to be drawn from the regular MA courses offered by HU departments - or the other way around.)

This means that the HU should begin to encourage its faculties and departments to teach certain specific courses (say around 10% of their regular MA and upper-division BA courses) in English.

This means, further, that on the level of the MA the Rothberg School will not function as the main supplier of courses for its MA students. Ideally, in the long run it should function mostly as an administrative home for these students, and continue to provide them with its well-designed Hebrew teaching as well as with its social and its Israel/Jewish-oriented programs.

Another benefit from this vision is that while MA students from the School integrate better into routine university courses, they will also integrate better socially with their Israeli counterparts, thus lowering the "wall of separation" that now exists between these two populations of students. Exposure to the good foreign MA students will also be beneficial to the Israeli students and will help raise the academic level of the HU.

There is a lack of communication between the School and HU faculties/departments regarding seminars in English or guest lecturers whose talks are in English and in which the MA students from the School could participate. The Committee recommends therefore that the School's MA students be put on the mailing lists of the relevant "Weekly Faculty Events," departmental seminars, etc.

10. MA Thesis

The Committee recommends that all of the School's MA programs shall allow good and willing students to write an MA thesis. This does not mean that the School will become a research school, because MA theses will be written under the supervision of HU researchers.

[**Note:** Sections #5, #6, #7 above, apply to the MA Unit as well as to the BA unit.]

IV. Mechina & Hebrew-Teaching Units

11. The "Mechina"

The "Preparatory Unit" ("*Mechina*") of the School is small and effective. It takes care of some 250 students a year, most of them new immigrants but in recent years also comprising a strong contingency of West Bank and East Jerusalem Palestinians. The *Mechina* is a stable and excellent unit, priding itself on the personal attention and treatment it gives to its students, many of whom are struggling with harsh problems of integration into Israeli society on the one hand, and economic upkeep on the other. Indeed, one recurring complaint the Committee heard was that since the teaching schedule of the *Mechina* spreads over the whole day with many small "windows" between lessons, it is difficult for the students to find jobs that allow for this kind of flexibility in working hours.

12. The Hebrew-Teaching Unit

Specializing in the teaching of Hebrew-as-a-second-language, The Hebrew-Teaching Unit of the Rothberg School has the reputation of a world leader in this field. It provides longer and shorter, more intensive and less intensive Hebrew courses and instruction on six or seven levels, up to and including the level of "exemption" ("*ptor*"), serving as a "service unit" to the School's three pillars (BA, MA and *Mechina*). It also produces its own instruction materials (textbooks, computer-based courses and more) – which, the Unit representatives claim, are widely used both in Israel and abroad – and trains its own teachers. Taking into account the summer courses, this Unit processes staggering numbers of students per year (around 3000 in a good year). It appears to have the experience, confidence, expertise and infrastructure to do the job.

In recent years, however, the Unit is suffering severely from changes in the HU university-wide policies which led, among other things, to the gradual abolishment of the "parallel track" ("*maslul makbil*") of teacher employment. The Unit has depended heavily on parallel-track teachers and has not, it seems, been able to recover from this blow. It currently has a large number of teachers employed on an hourly basis, in addition to several "*morim min hachutz*" as well as teachers in the "*ovdei hora'a*" track; the situation is unstable and morale is low. The Provost has tried to intervene with re-structuring the leadership hierarchy of the Unit, an intervention which has not gone well and seems, if anything, to have exacerbated matters.

The Committee recommends that the Rector look into this matter with a view to finding a satisfactory solution. Specifically, the committee proposes that a way be found to maintain a core of 10-12 permanent teachers in the Hebrew-Teaching Unit on a "special track" (to be worked out by the HU leadership). The salary and working conditions of this track should enable these teachers to continue with the development of instruction materials and the training of new teachers, as well as with instruction.

V. Students-Related Issues

13. Academic Level of Students/Separation of Levels

The Committee recommends that in order to enhance the academic reputation of the School, the current trend of gradually raising the cut-off level of admission continue, and that steady control be exercised over the level of students admitted to the School's programs. Currently the admission threshold is 3.2 GPA.

The Committee recommends that extra care be taken not to mix students from significantly different levels in one course (i.e., not have 100-level students take 400-level courses, and to refrain from channeling upper-level students to 100-level courses). Also, students with no previous university experience (e.g. *NATIV* students, or pre-freshman students who come to the School on a "gap year" between high-school and college) should be offered separate courses from the OYP students who are Juniors.

The selection of courses offered to the *NATIV*, freshman and pre-freshman students can be a narrower one, possibly with a higher fun/study ratio.

14. Contacts with Israeli Students

The Committee heard repeated complaints from students regarding the lack of contact between them and the regular HU student population. The School should find ways to encourage more and better contacts between students from the School and Israeli students, both on the academic and on the social level.

(The recommendation concerning HU classes in English partly addresses this concern; so too does the recommendation to put students on the mailing lists of the relevant "Weekly Faculty Events"; see #9 above.)

Importantly, the School can and should intervene in achieving the intermingling of its students with Israeli ones in the dormitories. This relates specifically to the new Student Village.

15. Dormitories

The Committee heard an explanation why overseas students cannot be mixed in the dormitories with Israeli ones: because the foreigners have to pay their own utility bills directly to the electricity/gas/water (etc.) companies. (The Committee also heard complaints that the actual contact with and payments to the various utility providers is a constant cause of aggravation to the School's students who reside in the new Village.)

The Committee feels that the financial problem regarding utilities payment is overestimated and overstated. Even if the North American students are somewhat more wasteful in their usage of utilities, their bills can surely not average out to a too high percentage of their tuition. It is recommended that this set of problems be given appropriate attention and solved without delay, as they impact on the morale of students and on the overall quality of their experience in Jerusalem.

Also: wireless internet in the dormitories for School's students is A MUST.

VI. Remaining Issues

16. The Rothberg School vis-a-vis the New HU College

The HU is currently engaged in the preliminary stage of discussions and research regarding the proposed foundation of an English-speaking liberal arts college under HU auspices.

If this College gets to the real planning stage, clearly the relationship between it and the Rothberg School will have to be thought through carefully.

The Committee did not engage in any serious in-depth discussions about this issue. Without committing itself to a position either in favor or against the founding of the College, the Committee's first preliminary suggestion is to consider seriously the possibility that the academically upgraded Rothberg School might form the nucleus of and be transformed into the new College.

If a separate College is finally decided upon, then the Committee's further preliminary suggestions are:

- that the Rothberg School will provide the College with the services of its Hebrew Teaching unit;
- that the Rothberg School will provide the College with its infrastructure of social activities, Israel-related programs and trips, etc.;
- that the OYP will continue to be administratively operated under the auspices of the Rothberg School, with courses offered by and taken at the College;
- that the Rothberg School's '*Mechina*' will continue to operate.

17. The Provost

The Committee recommends not to deviate from the default rule and not to extend the term of office of the current provost of the School. The members of the Committee subscribe to the view that extension of the term of office should be the exception, not the rule, and should be argued for and justified by compelling reasons.

The Committee recommends that the next Provost will come either from the Faculty of Humanities or from the Faculty of Social Sciences, since most of the academic material handled by the School and most of the courses offered by it are from these two faculties.

Finally and parenthetically, the committee wishes to put on the table of the HU leadership the following questions:

- Why not change the official title of the head of the Rothberg School from Provost to Dean, as is the case with the heads of the Schools of Education, Public Policy, Social Work and Business Administration?
- Why not set the term of office of the head/dean of Rothberg to four years, renewable once – again, to be like the terms of office of other heads/deans of independent schools within the HU?

18. Valuable Assets

The Committee formed the impression that the School has some valuable assets, which should be preserved, strengthened, and further built upon under any new leadership. Among them: an esprit de corps ("*ga'avat yechida*" of sorts) which has not been destroyed despite what they describe as "difficult two years", a seemingly competent and caring '*Mechina*' which performs an important university-wide service, a particularly high-level Hebrew-as-a-Second-Language teaching unit, and a well-organized social activities arm. Also, among its teachers the School has a core of dedicated, idealistic and excellent teachers.

APPENDICES

APPENDIX A

RESUMES OF COMMITTEE MEMBERS

1. Prof. Edna Ullmann-Margalit (Chair), Education, Philosophy, Rationality
2. Prof. Gershon Ben-Shakhar, Psychology
3. Prof. Nachman Ben-Yehuda, Sociology
4. Prof. Yehoshua Kolodny, Earth Sciences

EDNA ULLMANN-MARGALIT
CV – Short Version

Born on Mt. Scopus in Jerusalem, raised and educated in Jerusalem.

BA in mathematics and philosophy from the Hebrew University of Jerusalem, 1969
D.Phil. from Oxford University, 1974.

Professor of Philosophy on the faculties of the department of philosophy and of the school of education at the Hebrew University of Jerusalem.

As of fall 2005 serves as the Director of the Center for the Study of Rationality at the HU. In 1996-1999 served as Chair of the Education Department at the HU.

Publishes in professional philosophical journals in the fields of analytic philosophy, social and legal philosophy, philosophy and action and practical reasoning, decision making, philosophy of science, and more.

Her latest book is:

- *Out of the Cave: A Philosophical Inquiry into the Dead Sea Scrolls Research*, Cambridge, Mass: Harvard University Press, 2006.

Among her other books:

- *The Emergence of Norms*, Oxford: Oxford University Press (1977)
- *Reasoning Practically*, New York: Oxford University Press (1999)

And also a translation into Hebrew of

- Ludwig Wittgenstein, *Philosophical Investigations* (Magnes Press, 1994).

International Positions:

A Research Fellow/Visiting Professor at (*inter alia*) the Wissenschaftskolleg zu Berlin (1984-5), St. Antony's College, Oxford (1990), The Center for Advanced Study, Princeton (1995-6), SCASSS, Uppsala (Sweden) (1997), NYU (New York City) 2001-2002. Most recently, in 2004-5, a Scholar at the Russell Sage Foundation in New York City.

Other activities:

New Israel Fund, 1986-1993 (Vice President); The Association for Civil Rights in Israel, 1993-95; 1999-2003 (Chair); bank director, on behalf of the public (First International Bank of Israel, 1997-2001).

Also, a Member of Council of the Open University in Israel (as of 1997).

Married (to the philosopher Avishai Margalit); has four children, lives in Jerusalem.

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BEN-SHAKHAR, GERSHON
DEPARTMENT OF PSYCHOLOGY

Personal Data:

Born 1942, Jerusalem, Tel: 09-7782201

E-mail: MSKPUGB@PLUTO.MSCC.HUJI.AC.IL, GERSHON@OPENU.AC.IL

Education:

Ph.D	1975, Hebrew University
Lecturer	1976
Senior Lecturer	1982
Associate Professor	1988
Full Professor	1991

Positions:

Visiting Professor, Stanford University, 1981-1982

Visiting Professor, University of Toronto, 1986-1987, 1991-1992

Dean, Faculty of Social Sciences, Hebrew University 1992-1995

Pro-Rector 1995-1998, Hebrew University

Visiting Professor, Brandeis University, 1998

President of the Open University of Israel 2003- (on leave from the HU)

Research Interests:

1. Cognitive psychophysiology

(a) Orientation and Habituation Processes in humans: The Roles of Stimulus Novelty and Significance in Orientation and habituation processes; Generalization of the Orienting Response. Theory and research focusing on the conditions for orientation, and on the role of significance and novelty in determining orienting reactions as well as OR generalization. .

(b) Visual Attention and Orienting responses: Can attention be captured by personally significant and novel stimuli presented outside the focus of visual attention?

(c) Psychophysiological Detection of Information: Basic research focusing on the mechanisms underlying psychophysiological detection, and applied research dealing with the validity, utility as well as social and legal aspects of various detection methods.

2. Psychological testing and personnel decisions

(a) The use of psychological tests for personnel decisions: Research dealing with a utility analysis of the students' admission system in Higher Education. This analysis is carried out both under fixed and non-fixed quota assumptions.

3. The Confirmation Bias in Experts' Judgments

Research focusing on the effect of prior knowledge and expectations on judgements made by experts on the basis of tests containing complex and rich information.

Memberships & Fellowships:

Society of Psychophysiological Research

National Council for Measurement in Education

List of Recent Publications

1. Ben-Shakhar, G., & Gati I. (2003). The effects of serial position and frequency of presentation of common stimulus features on orienting response reinstatement. *Psychophysiology*, *40*, 139-145.
2. Ben-Shakhar, G., & Elaad, E. (2003). The validity of psychophysiological detection of deception with the Guilty Knowledge Test: A meta-analytic review. *Journal of Applied Psychology*, *88*, 131-151.
3. Gronau, N., Cohen, A., & Ben-Shakhar, G. (2003). Dissociations of personally-significant and task-relevant distractors inside and outside the focus of attention: A combined behavioral and psychophysiological study. *Journal of Experimental Psychology: General*, *132*, 512-529.
4. Carmel, D., Dayan, E., Naveh, A., Raveh, O., & Ben-Shakhar, G. (2003). Estimating the validity of the Guilty Knowledge Test from simulated experiments: The external validity of Mock Crime studies. *Journal of Experimental Psychology: Applied*, *9*, 261-269.
5. Haimovich, T & Ben-Shakhar, G. (2004). The matriculation certificate grades (Bagrut) and the score on the Psychometric Entrance Test (PET) as predictors of Graduation and Attrition. *Megamot*, *43*, 446-470 (In Hebrew).
6. Gronau, N., Ben-Shakhar, G., & Cohen, A. (2005). Behavioral and physiological measures in the detection of concealed information. *Journal of Applied Psychology*, *90*, 147-158.
7. Elaad, E., & Ben-Shakhar, G. (2006). Finger Pulse Waveform Length in the detection of Concealed Information. *International Journal of Psychophysiology*, *61*, 226-234.
8. Gronau N., Sequerra, E., Cohen, A. & Ben-Shakhar, G. (2006). The effect of novel distractors on focused-attention tasks: A cognitive-psychophysiological approach. *Psychonomic Bulletin & Review*, *13*, 370-375.
9. Bargai, N., Ben-Shakhar, G., & Shalev, A. (2007). Posttraumatic Stress Disorder and Depression in Battered Women: The Mediating Role of Learned Helplessness. *Journal of Family Violence*, in press.
10. Miron-Shatz, T., & Ben-Shakhar, G. (2007). Disregarding preliminary information when rating job applicants' performance: mission impossible. *Journal of Applied Social Psychology*, in press.

CURRICULUM VITAE

NACHMAN BEN-YEHUDA, Ph.D.

(<http://sociology.huji.ac.il/ben-yehuda.html>)

Born: March 8, 1948

Place of Birth: Jerusalem, Israel

Work Address: Department of Sociology & Anthropology
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Higher Education: 1974 B.A. (Cum Laude), Psychology & Sociology,
Hebrew University, Israel
1976 M.A., Sociology, University of Chicago, U.S.A.
1977 Ph.D. Sociology, University of Chicago, U.S.A.

ACADEMIC POSITIONS

<u>Years</u>	<u>Position</u>	<u>Institution</u>	<u>Description</u>
1978-84	Lecturer	Sociology, Hebrew University	Research and Teaching
1983-84	Visiting Assis. Professor	Sociology, SUNY Stony Brook	Research and Teaching
1990-91 and Summer 1999	Visiting Prof.	Sociology, University of Toronto	Research and Teaching
10/1991- 10/1994	Chair	Sociology & Anthropology Hebrew University	
04/1995	Full Professor	Sociology and Anthropology Hebrew University	
Summers of 1996,1997,1999	Visiting Prof.	Dept. of Sociology, London School of Economics Research	
October 1999- October 2005	Dean	Elected Dean, Faculty of Social Sciences, Hebrew University	

PRESENT ACADEMIC POSITION

As from April 1995:

Full time Professor, Hebrew University,
Department of Sociology and Anthropology.

RECENT BOOKS

Phillip Kohl, Mara Kozelsky and Nachman Ben-Yehuda (eds.): Selective Remembrances: Archaeology in the Construction, Commemoration, and Consecration of National Pasts. Chicago: The University of Chicago Press. Forthcoming June 2007.

RECENT PAPERS

"Terror, Media and Moral Boundaries," The International Journal of Comparative Sociology, 2005. 46(1-2):33-53

"Contextualizing Deviance Within Social Change and Stability, Morality and Power"
Sociological Spectrum, 2006, 26:1-22 (lead article).

Present Editorial Boards

Qualitative Sociology
J. of Criminal Law and Criminology
Crime, Media and Culture
Encyclopedia of Violence Peace and Conflict

Reviewer for (2006-2007)

Sexualities Review
Israel studies
Social Forces
American Journal of Sociology
The Journal of Political and Military Sociology
State University of New York Press

1 January, 2005

Yehoshua Kolodny
SHORT C. V.

Personal Data:

Born 28 September 1936, Pinsk, Belarus (then Poland)
Status Married, three children (Born 1963, 1970, 1971)
1948 Immigrated to Israel
1955-1957 Military Service
1957-1958 Member of Kibbutz Mahanayim

Education:

1965 M. Sc (Geology, Mineralogy, Chemistry), The Hebrew University,
Jerusalem.(Cum Lauda)
1969 Ph. D. (Geochemistry, with distinction) UCLA

Academic:

The Hebrew University:

1969 Lecturer.
1971 Senior Lecturer.
1975 Associate Professor of Geology.
1980 Professor of Geology.
1985 Professor Leo Picard Professor of Geology (Endowed Chair).
2005 Professor Emeritus

Visiting Appointments:

1973 - 1974 Research Fellow , California Institute of Technology
1978 - 1979 Visiting Associate Professor of Geology, UCLA.
1985 Visiting Professor, de l'Universite Louis Pasteur, Strasbourg,
UCLA.
1991 - 1992 Allan Cox Visiting Professor, School of Earth Sciences,
Stanford Univ.
1998 – 1999 Yale University, UCLA.
2004 Allan Cox Visiting Professor, School of Earth Sciences,
Stanford Univ.

Academic Service:

1976 - 1978 Chairman of Studies, Department of Geology.
1980 - 1982 Chairman, Department of Geology, The Hebrew University.
1987 - 1989 Chairman, Israeli Interuniversity Committee for Admission.
1990 - 1991 Chairman Institute of Earth Sciences, The Hebrew University.
1993 - 1996 Chairman Institute of Earth Sciences, The Hebrew University
1999-2002 Dean, Faculty of Mathematics and Science, The Hebrew
University

Research interests:

Geochemistry, Isotope Geochemistry, Geochemistry of Uranium, Geology of
phosphorites and cherts, Geochemistry of stable isotopes of the light elements
(B,O,C), Radioactivity of waters (Ra, Rn),Paleolimnology

Membership in Societies and Scientific organizations:

Geological Society of Israel; President, 1975-1976.
The Geochemical Society; Foreign Councilor, 1981- 1984.
American Geophysical Union
European Union of Geosciences

Awards and Honors:

1965 - 1969	Fullbright Fellow Graduate Student
1971	Peretz Grader Award, Geological Society of Israel.
1974	Michael Landau Award of Science, Israel.
1991	R. Freund Award, Geological Society of Israel
1998	Geochemistry Fellow (by GS and EAG)

Editorial Boards:

1983 - 2004	Chemical Geology (Isotope Geoscience)
1997 - 2002	Earth and Planetary Science Letters
1992 - 2000	Israel Journal of Earth Sciences (Editor, 1992 - 1998)

Teaching Experience:

Geology to non -Science majors
Earth Materials (1st year students)
Introduction to Geochemistry (2nd year students)
Nuclear Geochemistry (advanced undergrad. & grad.)
Nonmetallic Mineral Deposits.
Sedimentary Petrography

Committees:University

1979 - 1981 Faculty of Sciences Technical Service Committee, Chairman
1981 - 1985 University Admissions Committee, Chairman.
1982 - 1985 University Permanent Committee
1987 - 1990 University Executive Committee
1997 - 1998 University Board of Managers.

Public

Israel National Academy - Committee for Basic Research in the Earth Sciences; Chairman (1984)
Member of the Council, The Open University of Israel
Board of Trustees, The Academic College of Tel-Aviv-Yaffo
Israel Government Advisory Committee on Lake Kinneret
Israel Government Advisory Committee on Uranium Exploration
Chair, Special Committee on Monitoring Lake Kinneret

APPENDIX B

List of People who Met with the Committee

The Rector, Prof. Haim Rabinowitch
The Vice-Rector, Prof. Miri Gur-Arye

Head of Academic Review for the Sciences, Prof. Eliahu Friedman
Head of Academic Review for the Humanities, Prof. Jacob Metzger

Head of the School Prof. Jaime Kapitulnik (Provost)
Deputy Head of the School, Mr. Shimon Lipsky

Academic Director, Division of Undergraduate Studies, Prof. Wayne Horowitz
Member of the Academic Committee, Prof. Yisrael Yuval
Prof. Steve Fassberg

Academic Director, Division of Graduate Studies, Prof. Lawrence Besserman
Member of the Academic Committee, Prof. Gad Yair
Prof. Yohanan Friedmann
Dr. David Satran

Academic Director, Mechina, Tamar Weyl
Administrator, Mechina, Luba Glikin

Academic Director, Hebrew Teaching, Sarah Israeli
Administrator, Hebrew Teaching, Adrian Kramer

Secretary for Academic Affairs, Nora Bendersky
Culture Administrator, Motty Butbul

Undergraduates & Graduates of the School - 5
Mechina Students - 3