

Malag report:

Hebrew University, Biblical Studies

Table of Contents

Introduction and Executive Summary	2
Background – The Institution	4
The Parent Unit Operating the Study Programs Under Evaluation	7
Chapter 1 – Study Programs	17
Goals, Structure, Contents and scope of the Study Programs/Department	17
Chapter 2 – Teaching and Learning Outcomes	31
Teaching	31
Learning Outcomes	32
Chapter 3 – Students	37
Admission, Acceptance process and graduation	37
Students and research	42
Student Support Services	44
Alumni	45
Summary	46
Chapter 4 – Human Resources	47
Chapter 5 – Research	55
Chapter 6 – Infrastructures	67
Library and Information Technology (IT)	67
National Infrastructures	68

Introduction and Executive Summary

Hebrew University's Department of Bible has a long and illustrious history as one of the foremost Bible departments in the world, housing more than a dozen world-class professors at a time, with specializations spanning the full gamut of the Hebrew Bible's many domains.

The various programs offered by the Department of Bible are comprehensive in scope, and we are pleased with the skills and knowledge attained by our graduates. Our alumni have been integrated into the job market at the highest levels. Graduates of our BA and MA programs have gone on to become leading Bible teachers across the country, and graduates of our PhD program are among the foremost scholars in the field — both in Israel and worldwide.

Despite all the above, it must be said that we currently offer fewer courses — at both the undergraduate and the graduate levels — than we did not long ago. This is due to the recent trend of ever-declining funding for the humanities. As noted elsewhere in this document, this is the fifth year running in which the Bible Department has received less funding than the previous year, despite steady numbers of students.

There is indeed cause for great concern that the department's prestige may soon suffer irreparable damage, and it is not farfetched that its glory days will soon be behind it. Year after year, budgets have been shrinking rather than growing, and the number of positions in the department has eroded to *half* what it once was. All this, despite registration numbers that are as high as ever.

What made this unit among the best Bible departments of any university was always its diversity and breadth. The department consisted of top experts in philology, literary criticism, the ancient Near East, biblical theology, ancient exegesis, biblical Hebrew, medieval Jewish exegesis, wisdom literature, and much more. Sadly, many of these domains have since become orphaned. To wit, there is no longer even a single biblical Hebrew specialist, nor are there experts in wisdom literature, narratology, or *masorah*. Some fields have fared better, but even those that were once strongest now stand on shaky ground. To name but one example, Pentateuch has always been a marquee sub-discipline in the Department of Bible, with innumerable illustrious scholars to its name, including Cassuto, Kaufmann, Seeligmann, Loewenstamm, Haran, Weinfeld, Greenberg, and others. Today, only three faculty members specializing in the field remain, two of whom will be retiring in the coming years. Needless to say, the department's prestige — and its key role in the Hebrew University — will erode dramatically unless something changes soon. To maintain its standing, these fields must be reinvigorated, and young experts in these important fields must be hired. There is no shortage of qualified scholars — indeed, many are graduates of our own program — but without funding for additional positions, the department's hands are tied. With every new hire, the Bible department will gain the possibility to broaden its course offerings, take on additional graduate students, and diversify its research output. The potential is great.

In addition to its impact on the academic faculty, the radical reduction in funding has taken a serious toll on administration, as well. The one and only secretary assisting the more than 100 students and 7 faculty members in the Bible Department has to divide her time between *three* departments: Bible, Talmud, and Jewish Thought. Furthermore, unlike most respectable

institutions worldwide, faculty members are not assisted by personal secretaries — shared or otherwise.

Another matter of concern is the fact that the Department of Bible has no substantial scholarships to offer its students. This is not an abstract matter; we are losing talented students, as a result. Just this year, an excellent graduate student of ours moved to a different Israeli university due to the funding opportunities there. Furthermore, university- and faculty-wide scholarships are insufficient in number and insufficiently funded. In many cases, the advisors of students who are awarded top scholarships are asked to foot a large portion of the bill from their own research grants, which is often impossible.

Indeed, in most leading universities around the world, there is simply no such thing as a PhD student without a scholarship and who must pay the university tuition out of pocket. The Bible Department is proud of its many students who receive the most competitive and prestigious scholarships available, but the lack of departmental funding puts the unit at a great disadvantage. Many graduate students have to work on the side (or, more accurately, write their theses on the side), with others simply giving up due to financial constraints, or seeking out more sustainable opportunities elsewhere.

We hope the coming years will bring about a reversal in the upsetting trend of ever-declining funding, and that the department's faculty will once again grow in size and stature.

Background – The Institution

A. General

The Hebrew University of Jerusalem is Israel's premier university as well as its leading research institution. It was founded in 1918 and opened officially in 1925. The Hebrew University is ranked internationally among the 100 leading universities in the world and first among Israeli universities. It stresses excellence and offers a wide array of study opportunities in the humanities, social sciences, exact sciences and medicine. The university encourages multi-disciplinary activities in Israel and overseas and serves as a bridge between academic research and its social and industrial applications. The Hebrew University strives for excellence. It is among the top winners of the European Research Council's competitive grants to young researchers. One-third of all competitive research grants awarded in Israel are won by Hebrew University scholars.

In Jerusalem, the university maintains three campuses: the Mount Scopus campus, for the humanities and social sciences (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); the Edmond J. Safra Campus at Givat Ram, for exact sciences (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 Edmond and Lily Safra Center for Brain Sciences); and the Ein Karem Campus, for medical sciences (the Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, the School of Nursing, and the Faculty of Dental Medicine). It also maintains a campus in Rehovot, for the Robert H. Smith Faculty of Agriculture, Food and Environment, and the School of Nutritional Sciences; a campus in Beit Dagan for the veterinary hospital (The Koret School of Veterinary Medicine); and one in Eilat, for the Inter-university Institute for Marine Sciences. The university also boasts three sports facilities, 11 libraries, 5 computer centers, and 6,000 dormitory beds.

The Hebrew University consists of close to 900 faculty members, about 2,000 administrative staff, and 20,000 students from Israel and 65 other countries. The university is actively engaged in international cooperation for research and teaching. It has signed 150 agreements for joint projects with other universities and 25 agreements for student exchanges with institutions from 14 countries, in addition to numerous faculty-based exchange programs. The faculty has registered more than 7,000 patents, and faculty members and alumni have won 8 Nobel prizes, 1 Fields Medal for Mathematics, 269 Israel Awards, 9 Wolf Prizes, and 33 EMET Prizes.

The university emphasizes excellence in research and teaching. The Office of Academic Assessment & Evaluation, which reports to the University's Academic Policy Committee (headed by the rector), monitors the implementation of recommendations provided by internal review committees and those appointed by the Council for Higher Education. The Office for Teaching and Studying aims to improve teaching practices through workshops, development of evaluation tools of effective teaching, and more.

B. The Institution's Mission Statement and its Goals

The Hebrew University has set as its goals the training of public, scientific, educational and professional leadership; the preservation of and research into Jewish, cultural, spiritual and

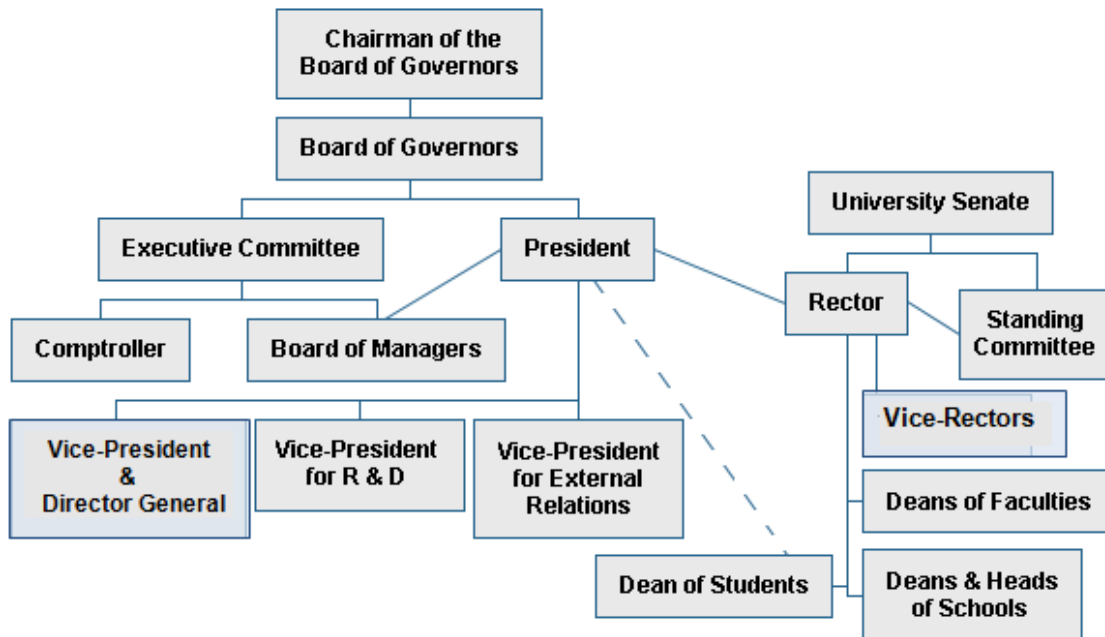
intellectual traditions; and the expansion of the boundaries of knowledge for the benefit of all humanity.

The Hebrew University's mission is to develop cutting edge research, and to educate the future generations of leading scientists and scholars in all fields of learning. The Hebrew University is part of the international scientific and scholarly network. It measures itself by international standards and strives 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.

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.

C. The Institution's Organizational Structure



Names of holders of Senior Academic and Administrative Positions (2014)

University Administration:

Chairman of the Board of Governors:	Mr. Michael Federmann
President:	Prof. Menahem Ben Sasson
Rector:	Prof. Asher Cohen
Vice-President and Director-General:	Ms. Billy Shapira
Vice-President for Research and Development:	Prof. Shy Arkin
Vice-President for External Relations:	Prof. Aharon Friedman
Vice-Rector:	Prof. Orna Kupferman
Vice-Rector:	Prof. Oron Shagrir
Comptroller:	Mr. Yair Hurwitz

Deans:

Faculty of Humanities:	Prof. Dror Wahrman
Faculty of Social Sciences:	Prof. Vered Vinitzky-Seroussi
Faculty of Law:	Prof. Yuval Shany
Faculty of Mathematics & Natural Science:	Prof. Yigal Erel
Faculty of Agriculture, Food & Environment:	Prof. Shmuel Wolf
Faculty of Medicine:	Prof. David Lichtstein
Faculty of Dental Medicine:	Prof. Aaron Palmon
School of Business Administration:	Prof. Yishay Yafeh
School of Social Work:	Prof. John Gal
Dean of Students:	Prof. Udi Shavit

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

Students of the Hebrew University (2012-2013)				
Bachelor degree	Master degree with thesis	Master degree without thesis	PhD	Total
11660	2466	3056	2357	19539

The Parent Unit Operating the Study Programs Under Evaluation

A. 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 MA 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 evaluate 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 2007–08.

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 2008–09. 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 MA studies are being designed. With the beginning of the 2011–12 academic year, the new Mandel School for Advanced Studies in the Humanities has been established to coordinate programs for outstanding graduate students (MA and PhD), as well as ad hoc research groups and projects.

B. Mission statement of the parent unit, its aims and goals

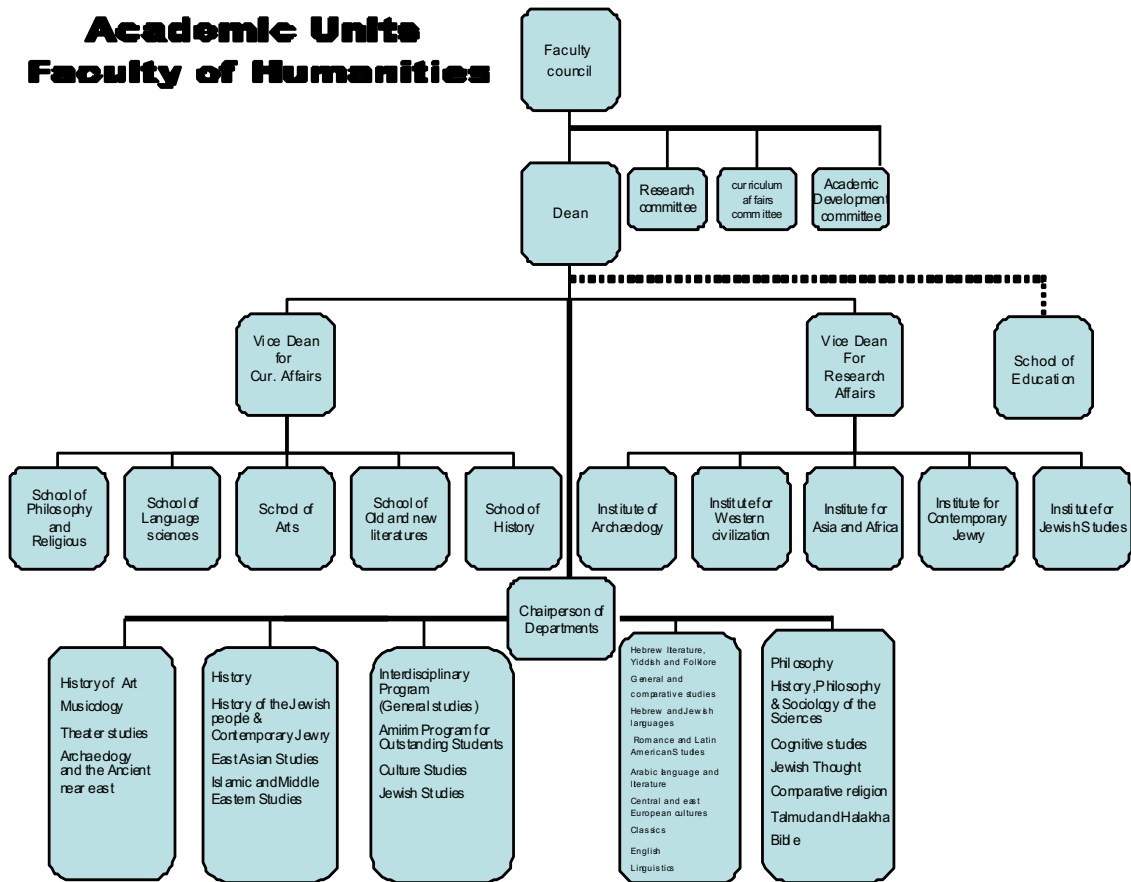
The Faculty of Humanities at the Hebrew University creates and promotes a vibrant discourse between scholars of different cultures, genres and periods. We at the Faculty believe strongly that human civilization is worthy of study and can be drawn on in order to educate people to deal with changes in 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 descendants 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.

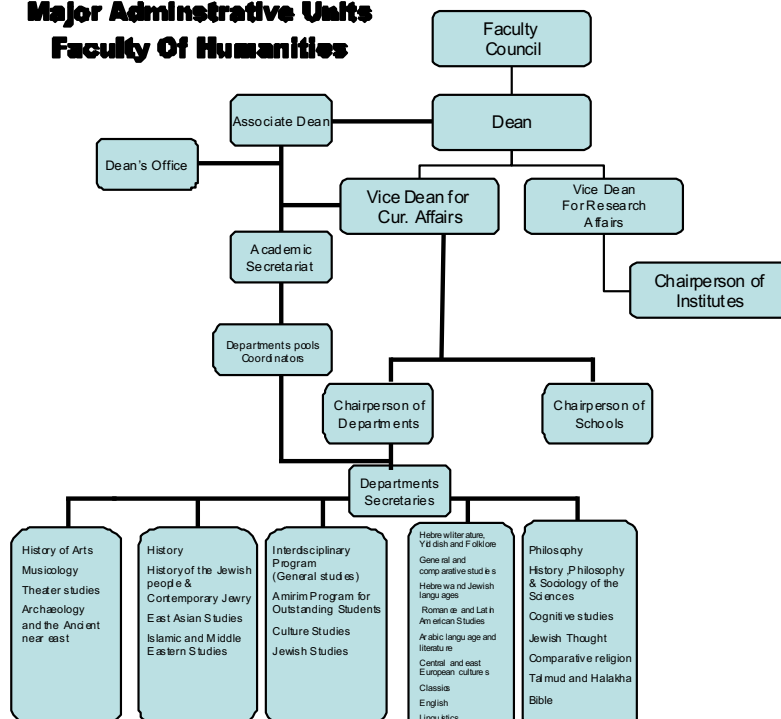
C. Description and chart of the unit's academic and administrative organizational structure (including relevant committees).

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; Archeology is a separate institute for teaching, research and administrative purposes. 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



Major Administrative Units Faculty Of Humanities



Names of holders of senior academic and administrative positions.

The Dean – Professor Dror Wahrman
dror.wahrman@mail.huji.ac.il

Vice Dean for Research – Professor Yfaat Weiss
yfaat.weiss@mail.huji.ac.il

Vice Dean for Teaching Affairs – Professor Yuri Pines
yuri.pines@mail.huji.ac.il

Associate Dean – Ms. Rachel Elyasyan
rachele@savion.huji.ac.il

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

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.)

Department	BA	MA	PhD
School of Language Sciences			
Linguistics	X	X	X
Hebrew and Jewish Languages	X	X	X
School of Philocopy 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 (BzA Mus/MA Mus)	X	X	
History of Art	X	X	X
Musicology	X	X	X
Folklore and Folk Culture Studies			
School of 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
German, Russian and East European Studies	X	X	X
Arabic Language and Literature	X	X	X
Yiddish		X	X
Archaeology and the Ancient Near East	X	X	X
Combined and Special Programs:			
Interdisciplinary Program (General Studies)	X		
Amirim Program for Outstanding Students	X		
Hebrew Literature and Language	X		
Individual Program of Studies		X	
Revivim Program (training teachers for Jewish Studies, BA+MA)	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; MA in education.

Doctor of Philosophy (דוקטור לפילוסופיה).

D. 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.

For student numbers: See Appendix: Table 3A.

E. 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*
2010	BA		2164	481
	MA	with thesis	563	108
		without thesis	782	103
	PhD		606	85
2011	BA		2257	486
	MA	with thesis	518	132
		without thesis	779	169
	PhD		540	30
2012	BA		2255	469
	MA	with thesis	435	96
		without thesis	498	100
	PhD		435	78
2013	BA		2276	494
	MA	with thesis	412	106
		without thesis	580	104
	PhD		421	60
2014	BA		2175	469
	MA	with thesis	412	110
		without thesis	397	102
	PhD		407	50

*Does not include the MA graduates from the school of Education.

F. 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 Council, 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 units. The Faculty of Humanities has three on-going committees: the Development Committee chaired by the Dean, the Teaching Committee chaired by the Vice-Dean for Teaching, and the Research Committee chaired by the Vice-Dean for Research. The committees submit their recommendations to the plenum of the Faculty Council. The Development Committee prioritizes fields in the schools and departments that need to be strengthened through addition of new academic staff; the Teaching Committee discusses major changes in the curriculum; while the Research Committee works to optimize conditions for research in the Faculty, allocates resources available to the Faculty in this area, and encourages and assists the efforts of faculty members to acquire external research funds. Each school and department sets its general goals and pursues the means to put these goals into practice. The schools and departments submit their recommendations to the three major Faculty committees. In addition to these committees, the University has a Teaching Regulations Committee, which consists of all the chairpersons of the Teaching Committees of the different faculties of the University. This committee oversees 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.

G. What is the Parent Unit's perception of the evaluated Study Program/Department within its greater framework? Is the Study Program represented in the Parent Unit's decision-making bodies?

The Department of Musicology is affiliated with the Faculty of Humanities, and comes under its general academic and administrative aegis. The Department maintains its academic and administration autonomy, but is fully part of the larger frameworks of the School of the Arts and the Faculty of Humanities. The latter body allocated the departmental budget, and dictates larger academic policy, as well as academic promotions; the latter are handled in the Faculty's office for academic personnel. The Department of Musicology is represented on the Faculty's Development Committee and Teaching Committee by the head of the School of the Arts; its representative on the Research Committee is the head of the Institute of Western Cultures. Its members are part of the Council of the Faculty of Humanities. The Chair of the Department and the Dean of the Faculty of Humanities meet on a regular basis to discuss ongoing affairs.

The Faculty of Humanities recognizes the unique importance of the Department of Musicology and its special needs. We in the Faculty are aware of the high quality of the research conducted by the department's faculty, and the great merit of its teaching program.

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 may 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 cooperation 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 on 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 BA 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 BA 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 BA. 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 BA 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 BA 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 members will 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 MA 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 MA programs offer a first-semester methodological seminar every year. With regard to both MA and PhD 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 BA students can be identified and granted generous stipends at the MA 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 "smart 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 1 – Study Programs

Goals, Structure, Contents and scope of the Study Programs/ Department

- A. The name of the department / study programs, a brief summary describing its development since its establishment. Please attach a copy of the academic diploma awarded to students.

Department Name:

The Department of Bible.

Historical Synopsis:

The history of Bible studies at the Hebrew University goes as far back as 1925 — the year of the university's inauguration. The first to teach Bible at the Hebrew University on Mount Scopus were Max (Mordechai Yom-Tov) Margolis, Samuel Klein, and Michael Gutmann. Moshe Zvi (Moses Hirsch) Segal was appointed in 1926 as lecturer in the Institute for Jewish Studies and he published and taught Bible, as well as Talmud and Hebrew Language. In 1931–32, the Bible Department was formally founded (first as a “minor subject,” and as a full-fledged department in 1940). Naphtali Herz Tur-Sinai (Harry Torczyner) joined the faculty in 1932–33, and Umberto (Moshe David) Cassuto was appointed in 1938, after antisemitic laws forced him from his position in Rome. The department continued to grow with the appointment of Yehezkel Kaufmann (1949), Isaac Leo (Arye) Seeligmann (1950), Meir Weiss (1960), and several other world-class scholars. In the early 1990s, there were 13 faculty members in the Bible department, though, due to university cutbacks, that number has declined to 5.8 faculty positions today (7 individuals, including “shared” faculty members). There are over 100 students registered in the Bible Department's BA, MA, and PhD programs.

[Sample diploma provided separately.]

- B. Please describe the mission statement of the department/study programs, its aims and goals. What is the Strategic Plan of the department and its study programs? What actions will be taken in the near future?

Mission statement:

The Department of Bible represents a broad spectrum of scholarly specialization and interests. The major research areas covered are: philological, critical, historical, and literary aspects of Hebrew Bible; the textual history of the Bible, including the Dead Sea Scrolls and the Ancient Versions; Biblical Hebrew and Aramaic; ancient Near Eastern literature in its relation to the Bible; and the history of Jewish exegesis. The Department aims to produce research of the highest quality, and to provide students with an unparalleled education in the field, thus creating the next generation of leading scholars.

Strategic plan and actions to be taken in the near future:

Undergraduate Studies:

At the undergraduate level, studies in the department lead to the bachelor's degree with either a major or a minor in Bible. In the first 2–3 semesters of study, students are introduced to the critical study of biblical literature, biblical Hebrew, ancient and medieval exegesis, textual criticism, the literature of the ancient Near East, and biblical Aramaic. They also take courses covering specific biblical books selected from the Former and Latter Prophets, a bibliographical guidance course, and elective courses of their choosing. As they move into the next 3–4 semesters, students continue with electives in the department and in related fields. They also begin to participate in research seminars, and they engage in the advanced, critical study of the Pentateuch (narrative and law), as well as in the study of West Semitic inscriptions related to the Bible or of the Ugaritic language and literature.

We are currently in the process of developing a new interdisciplinary program (פגד), which will integrate the domains of Bible, History, and Archaeology. We believe this new program is very important and that it will expand the horizons of our students and will furnish them with many tools that will assist them in their study of the Bible and its world.

Also, a new interdisciplinary Jewish Studies BA program is in development, which will allow undergraduate students to complete a degree that incorporates elements from the various departments under the umbrella of the Mandel Institute of Jewish Studies, including Hebrew Bible, Talmud, Jewish Thought, Hebrew Literature, and others. Students will continue to major in a particular field, but this program will create a framework that will enrich their learning and broaden their horizons by introducing them to fields closely related to — but distinct from — their primary focus.

Until roughly fifteen years ago, the School of Education offered a teaching certification program for Bible Studies students. This program was cancelled with the inauguration of the Revivim honors program (see below). In the past few years, students have expressed interest in its reinstatement, and we have recently succeeded in reviving this important program. Numbers are still modest, but it has been very popular with students, administrators, and teachers alike. We plan to invest in all aspects of this program in the coming years, with the hope of further improving it, attracting larger numbers of students, and making this a major track for those considering studying Hebrew Bible.

Graduate Studies:

Graduate studies leading to the master's degree and to the PhD provide the opportunity to participate in advanced research seminars conducted by leading biblical scholars, including occasional guest scholars from abroad, to study an ancient language (Akkadian, Greek, or Egyptian) and its literature, and to embark upon a program of specialized research under the supervision of a master's or doctoral advisor. Admission to the doctoral program is competitive, and the requirements for the degree are aimed at achieving the highest academic level. Thesis and dissertation topics may relate to one of the many areas of purely Biblical research or they may be of an interdisciplinary character.

The Department of Bible also cooperates with the Rothberg International School on a various graduate programs. These include “The Bible and the Ancient Near East,” headed by Dr. Nili Wazana of the Bible Department, as well as a one-year “Jewish Studies” degree and a two-year “Religious Studies” degree, both headed by Dr. Ronnie Goldstein of the Bible Department.

Revivim is an innovative honors program that targets the nation's brightest future educators. The intensive four-year Revivim program offers these excellent students the opportunity to complete a teaching certification, as well as a BA in Jewish Studies (with a Bible focus) and an MA in a Jewish Studies field of their choice, with many choosing the Bible Studies track. In return for the support and generous stipends they receive, Revivim students commit to teach in the secular Israeli school system for a minimum of four years following their graduation.

The combined advantages of the Revivim program have succeeded in attracting a highly-motivated and intelligent student body. We hope to add further value to this extremely successful program by tailoring additional courses to the needs of Revivim students, in concert with our newly reinstated teaching certificate program (see above).

Projects and Publications:

SHNATON, An Annual for Biblical and Ancient Near Eastern Studies — edited by Dr. Nili Wazana — is published annually by the Magnes Press. It is the foremost Hebrew-language journal in the field of biblical studies.

The Hebrew University Bible Project (HUBP), directed by Prof. Michael Segal, is in the process of preparing a complete critical edition of the Hebrew Bible, recording textual variants from the ancient Greek and Latin versions, the Syriac Peshitta, the Aramaic targums, the Qumran Scrolls, Rabbinic literature and Medieval biblical manuscripts, including the Cairo Genizah. The basis for this edition of the Bible is the Aleppo Codex. This Bible edition will be the product of many years of study by leading Hebrew University scholars and, when completed, it will be the most comprehensive edition of the Hebrew Bible.

HUBP publishes *Textus*, coedited by Prof. Michael Segal, a leading journal dedicated to the textual criticism of the Hebrew Bible.

Our longterm strategic goals include the following:

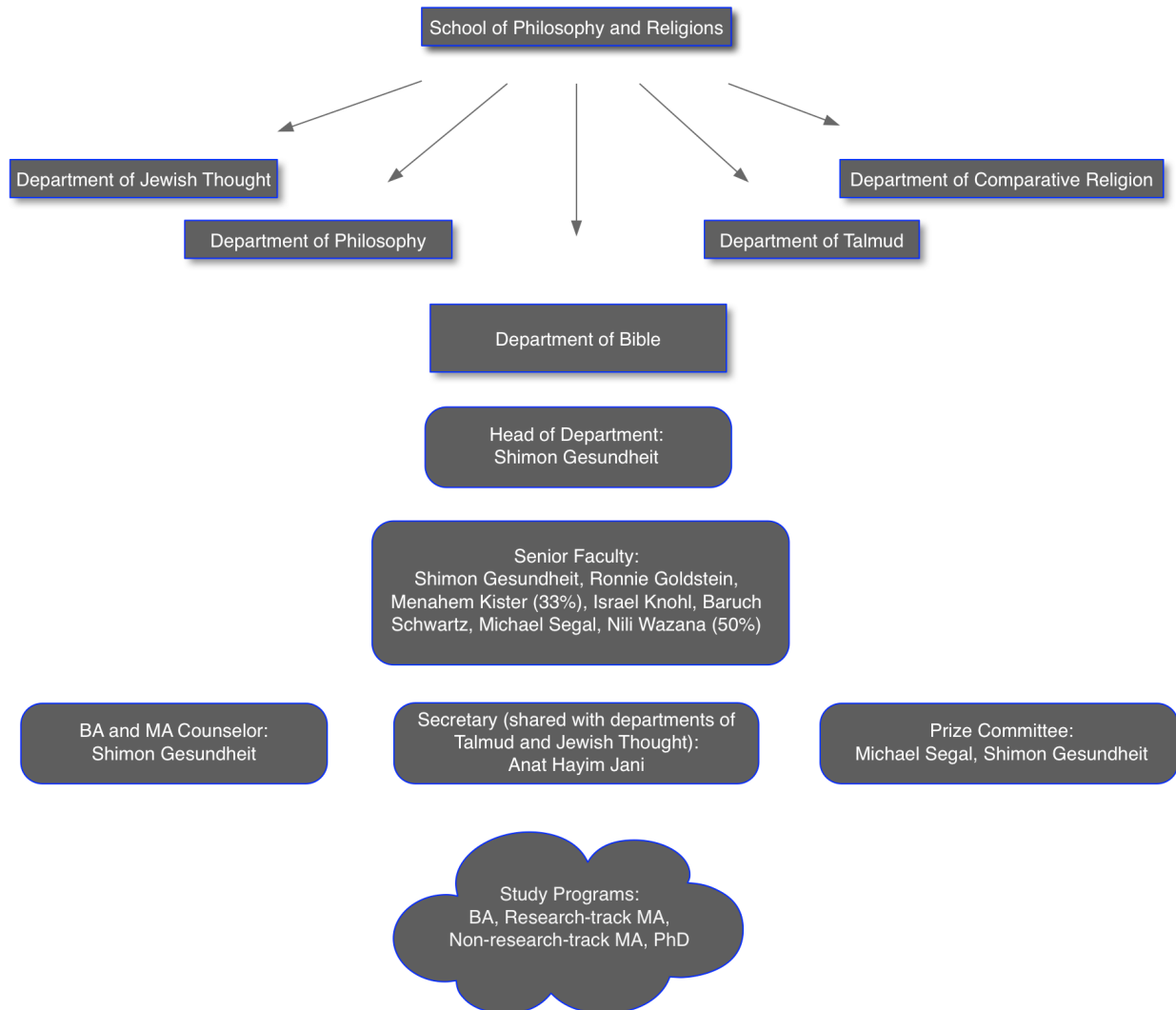
1. Continue to improve the Bible Department's standing worldwide through the hiring of first-rate scholars, the publishing of excellent research, the promotion of international collaborations, and the nurturing of the student body.
2. Increase the number of enrolled students by updating the various programs and tailoring them to the evolving nature of Bible Studies and related disciplines, as well as the needs and desires of our students.
3. Increase the number of international doctoral students in the Bible Department. We currently have frameworks in place for BA students (e.g., student exchange programs, the German *Studium in Israel* / לימוד בישראל program, inter alia), as well as MA students (Rothberg International School's "The Bible and the Ancient Near East" graduate program). Regrettably, however, due to a severe dearth of faculty members, we are forced to turn down several talented and motivated international PhD students every year. Our department has the potential to develop into an international center of academic learning, but since we hardly have the resources to support our own graduate students, we are obliged to forgo the opportunity to become the intellectual hub we could — and should — be.
4. Develop interdisciplinary ties with other departments at the Hebrew University and at other institutions. Care must be taken not to sacrifice the philological rigor that has characterized the Bible Department for decades, but the potential payoff is great, as is the enthusiasm of several faculty members.
5. Work on popularizing the field of Bible Studies in Israeli society, thereby increasing exposure to potential future students. That there is a thirst for more engagement in the

Bible — especially from a less traditional perspective — can be seen from the success of the Ministry of Education’s “929” project, for instance, as well as the Herzog College’s annual “Tanakh Study Days,” which consistently draws thousands of participants. Needless to say, the Hebrew University does not at present have the resources — financial or, especially, human — to move beyond the idea stage, but the potential and desire are great.

In the 2013–2014 academic year, we launched a new MA seminar: “Fundamental Issues in Biblical Criticism.” The objective of this course is to provide all graduate students with a deep appreciation of the principal issues in biblical scholarship. The lectures are presented by the faculty members of the department, each in his or her field of expertise. In the framework of the course, the students read a comprehensive bibliography, on which they are tested at the end of the course. We intend to expand the scope of this course in the near future, so that graduate students will be exposed to an even broader bibliography, thus ensuring that all advanced students have an intimate knowledge of the latest research in the field of biblical studies from around the world.

We have revamped our Bibliographic Instruction undergraduate course to reflect recent developments, technological and otherwise. We plan to continue this modernization process so that all students become acquainted with the most advanced digital tools available.

C. Provide a chart of the academic and administrative organizational structure of the department and its study program(s), including relevant committees and names of senior administration.



D. Provide a flow chart of the program presenting the process of completing the degree fully. The chart should present the “program at a glance” at all degree levels.

BA – Bible Major

1st year compulsory courses	STUDIES IN THE BOOK OF [X] (4 credits)	INTRO TO ARAMAIC (2 parts; 4 credits in total)	BIBLIO-GRAPHICAL GUIDANCE (1 credit)	INTRO TO TEXTUAL CRITICISM OF THE BIBLE (2 credits)	INTRO TO THE BIBLE (4 credits)	INTRO TO BIBLICAL HEBREW (2 parts; 4 credits in total)	4 credits from selection (monographs)
2nd year compulsory courses	STUDIES IN THE BOOK OF [Y] (4 credits)	4 credits from selection (monographs)	4 credits from selection (seminars)				
3rd year compulsory courses	STUDIES IN THE BOOK OF [Z] (4 credits)	SEMITIC INSCRIPTIONS IN THE BIBLICAL PERIOD	INTRO TO NW SEMITIC EPIGRAPHY / INTRO TO UGARITIC (2 credits)	4 credits from selection (monographs)	4 credits from selection (seminars)		
1st-3rd year compulsory courses	TALMUD PREPARATORY COURSE (4 credits)	FIELD TRIP (1 credit)	BIBLICAL LIT. IN THE LIGHT OF THE ANCIENT NEAR EAST (4 credits)	2ND TEMPLE LIT.: EXEGETICAL ASPECTS (2 credits)	MEDIEVAL EXEGESIS (4 credits)	ACADEMIC READING AND WRITING SKILLS (2 credits)	
Additional duties	2 proficiency examinations, 2 seminar papers.						
Total credits	In Bible department: at least 58 out of a total of 120 credits.						

BA – Bible Minor

1st year compulsory courses	STUDIES IN THE BOOK OF [X] (4 credits)	INTRO TO ARAMAIC (2 parts; 4 credits in total)	BIBLIO-GRAPHICAL GUIDANCE (1 credit)	INTRO TO TEXTUAL CRITICISM OF THE BIBLE (2 credits)	INTRO TO THE BIBLE (4 credits)	INTRO TO BIBLICAL HEBREW (2 parts; 2 credits in total)	4 credits from selection (monographs)
2nd year compulsory courses	STUDIES IN THE BOOK OF [Y] (4 credits)	4 credits from selection (monographs)					
3rd year compulsory courses	4 credits from selection (monographs)	4 credits from selection (seminars)					
1st-3rd year compulsory courses	MEDIEVAL EXEGESIS (4 credits)	FIELD TRIP (1 credit)	BIBLICAL LIT. IN THE LIGHT OF THE ANCIENT NEAR EAST (4 credits)				
Additional duties	1 proficiency examination.						
Total credits	In Bible department: at least 32 out of a total of 120 credits.						

MA – Research Track

Compulsory courses	STUDIES IN THE BABYLONIAN TALMUD & ITS RESEARCH (4 credits)	STUDIES IN THE ARAMAIC TARGUMS OF THE BIBLE (4 credits)	FUNDAMENTAL ISSUES IN BIBLICAL CRITICISM (2 credits)	GREEK, EGYPTIAN, OR AKKADIAN (8 credits)	ANCIENT TEXT COURSE (4 credits; Septuagint, or Egyptian/ Akkadian text relating to the Bible)	GRADUATE SEMINARS (at least 4–8 credits within the Bible department)
Additional duties	Advanced German (courses or exemption examination), thesis, final examination (written and oral), 1 seminar paper.					
Total credits	In Bible department: at least 14 out of a total of 28 credits.					

MA – Non-Research Track

Compulsory courses	STUDIES IN THE BABYLONIAN TALMUD & ITS RESEARCH (4 credits)	STUDIES IN THE ARAMAIC TARGUMS OF THE BIBLE (4 credits)	FUNDAMENTAL ISSUES IN BIBLICAL CRITICISM (2 credits)	GRADUATE SEMINARS (at least 14 credits within the Bible department)
Additional duties	Final examination (written and oral), 2 seminar papers.			
Total credits	In Bible department: at least 20 out of a total of 40–44 credits.			

PhD

At least 12 credits in the area of research or related fields, as determined by the accompanying committee. PhD dissertation.

E. In the format of Table 2 (in the Excel appendix), provide details about the study program's structure and content, including specializations/tracks, division of courses according to number of credits and type of course (lecture, seminar, workshop, mandatory, elective etc).

Please consult the previous section for course types and degree tracks, which are interrelated. Number of weekly teaching hours can generally be inferred from the number of credits and duration of the course. Each two credits in a semester-long course corresponds to 1 "teaching hour" per week (90 minutes, net).

Table 2 – BA Year 1 (2014–2015)						
Sem	Course Title	Creds	Prereqs	No. of Students	Teaching Staff	
					Name	Employment/Degree
1	INTRODUCTION TO BIBLICAL HEBREW - PART 1 (21105)	2	-	38	Barak Dan	Teaching Associate/PhD
1	2ND TEMPLE LITERATURE - EXEGETICAL ASPECTS (21564)	2	-	19	Michael Segal	Associate Professor/PhD
1	BIBLIOGRAPHICAL GUIDANCE (21106)	1	-	29	Shimon Gesundheit	Senior Lecturer/PhD
1	CREATION AND ESCHATOLOGY IN BIBLICAL THOUGHT (21096)	2	-	41	Lea Mazor	Teaching Associate/PhD
1	LEADERS IN THE BIBLE (21103)	2	-	64	Lea Mazor	Teaching Associate/PhD
1	STUDIES IN THE BOOK OF JUDGES (21109)	4	-	20	Nili Wazana	Senior Lecturer/PhD
1	PROFICIENCY EXAMINATION	2	-	56	N/A	N/A
2	INTRODUCTION TO TEXTUAL CRITICISM OF THE BIBLE (21200)	2	-	30	Michael Segal	Associate Professor/PhD
2	INTRODUCTION TO BIBLICAL HEBREW - PART 2 (21107)	2	21105	48	Barak Dan	Teaching Associate/PhD
2	THE BIBLICAL ORACLES TO THE NATIONS (21305)	2	-	17	Ronnie Goldstein	Senior Lecturer/PhD
2	THE FESTIVALS IN THE BIBLE - RABBINIC LITERATURE (21304)	2	-	18	Israel Knohl, Shlomo Naeh	Full Professors/PhD
2	TRADITION AND CRITICISM (21139)	4	-	14	Baruch Schwartz	Associate Professor/PhD
2	2ND TEMPLE LITERATURE - APOCALYPTIC HISTORIOGRAPY	2	-	10	Esther Chazon	Senior Lecturer/PhD
2	STUDIES IN THE BOOK OF KINGS (21111)	4	-	18	Ariel Kopilovitz	Teaching Assistant/MA
1-2	MEDIEVAL EXEGESIS (21515)	4	-	44	Shimon Gesundheit	Senior Lecturer/PhD
1-2	STUDIES IN THE BOOK OF JEREMIAH (21104)	4	-	20	Ronnie Goldstein	Senior Lecturer/PhD
1-2	INTRODUCTION TO THE BIBLE (21101)	4	-	112	Shimon Gesundheit	Senior Lecturer/PhD
1-2	BIBLICAL LIT IN THE LIGHT OF THE ANCIENT NEAR EAST (21348)	4	-	56	Ronnie Goldstein	Senior Lecturer/PhD
1-2	FROM THE DAWN OF ISRAEL UNTIL THE PERSIAN PERIOD	4	-	*	Nili Wazana	Senior Lecturer/PhD

Table 2 – BA Year 2 (2014–2015)

Sem	Course Title	Creds	Prereqs	No. of Students	Teaching Staff	
					Name	Employment/Degree
1	BETWEEN FAITH AND HOPE - LIFE AND DEATH IN BIBLICAL THOUGHT (21098)	1	-	48	Lea Mazor	Teaching Associate/PhD
1	REWRITING THE BIBLE - STUDIES IN THE BOOK OF JUBILEES (21563)	2	-	18	Michael Segal	Associate Professor/PhD
2	KOHELETH - AN EXPLORATION (21555)	2	-	6	Nili Wazana	Senior Lecturer/PhD
2	NARRATIVE ART IN THE BIBLE (21153)	2	-	15	Lea Mazor	Teaching Associate/PhD

Table 2 – BA Year 3 (2014–2015)

Sem	Course Title	Creds	Prereqs	No. of Students	Teaching Staff	
					Name	Employment/Degree
1	FROM SLAVERY TO FREEDOM - EXODUS 1–15 (21608)	4	-	23	Baruch Schwartz	Associate Professor/PhD
2	INTEGRATIVE EXAM IN BIBLICAL RESEARCH	2	-	6	N/A	N/A

Table 2 – BA, year not specified (2014–2015)

Sem	Course Title	Creds	Prereqs	No. of Students	Teaching Staff	
					Name	Employment/Degree
1	THE BIOGRAPHY - BIBLE AND AGGADAH (17008)	2	-	8	Avigdor Shinan, Yair Zakovitch	Full Professors/PhD
1	INTRODUCTION TO NORTHWEST SEMITIC EPIGRAPHY (43507)	2	-	20	Haggai Misgav	Teaching Associate/PhD
1	FIELD TRIP	1	-	33	N/A	N/A
2	WHEN BIBLE MEETS ARCHAEOLOGY (13187)	2	-	47	Nili Wazana, Doron Ben-Ami	Senior Lecturer/PhD, Teaching Associate/PhD
2	SEMITIC INSCRIPTIONS IN THE BIBLICAL PERIOD (13346)	2	43507	20	Haggai Misgav	Teaching Associate/PhD

Table 2 – MA, Years 1 & 2 (2014–2015)

Sem	Course Title	Creds	Prereqs	No. of Students	Teaching Staff	
					Name	Employment/ Degree
1	PANORAMIC VIEWS ON THE BIBLICAL PERIOD IN ANTIQUITY (21905)	2	-	4	Menahem Kister	Full Professor/ PhD
1	HITTITE AND BIBLICAL PRIESTHOOD (21914)	2	-	18	Ada Taggar-Cohen	Visiting Professor/PhD
1	ISRAEL, ASSYRIA AND BABYLON: DIVINE INTERVENTION (21904)	2	Akkadian	7	Elnathan Weissert, Ronnie Goldstein	Teaching employee/MA, Senior Lecturer/ PhD
1	ISRAEL, ASSYRIA AND BABYLON: THE ROYAL COURT (21906)	2	Akkadian	6	Elnathan Weissert, Ronnie Goldstein	Teaching employee/MA, Senior Lecturer/ PhD
2	THE DEVELOPMENT OF THE TEXT OF THE TORAH (21851)	2	-	11	Emanuel Tov	Full Professor (volunteer)/PhD
2	BIBLICAL THEOLOGY (21873)	4	-	8	Israel Knohl	Full Professor/ PhD
1-2	SINAI AND HOREB (21843)	4	-	6	Baruch Schwartz	Associate Professor/PhD
1-2	STUDIES IN THE ARAMAIC TARGUMS OF THE BIBLE (21882)	4	Biblical Aramaic	5	Menahem Kister, Michael Segal	Full Professor/ PhD, Associate Professor/PhD
1-2	THE SEPTUAGINT OF EZRA AND NEHEMIAH (21903)	4	Ancient Greek	7	Michael Segal	Associate Professor/PhD
1/2	TUTORIAL READING (coordinated by student, MA advisor, and relevant teachers)	2	-	1	N/A	N/A

F. Does the study program provide courses to other units?

The Bible Department offers several courses that are open to students in other departments and faculties, and indeed many outside students participate in these courses. Furthermore, some of these are included in the Cornerstone Program (Avnei Pina), which is designed to expose all students to the many fields of knowledge that exist at the Hebrew University, including those outside the student's main fields of studies. According to university records, courses that regularly attract students from outside the Bible Department include: Introduction to the Bible, Introduction to Biblical Hebrew, Introduction to Textual Criticism of the Bible, and Medieval Exegesis.

G. Internationalization: are there any international features in the department (e.g. student exchange, courses in English or other foreign languages, etc.)?

The department (as well as the university as a whole) encourages its students to participate in student exchange programs around the world, and the department likewise hosts numerous international students. In addition, Bible courses are offered to students at the Rothberg International School at Hebrew University. Unfortunately, there is a lack of funding to cover the expenses of international exchange, and students in the department have rarely partaken in such programs in recent years.

H. If so, how is the quality of the international elements assured? If there is student exchange, what are the mechanisms for recognition of the students' courses taken abroad?

In order for courses studied in the framework of student exchange to be recognized towards a degree in Bible Studies, they must first be approved by the relevant academic advisor (MA or BA), as well as the Office of Student Affairs (Humanities). In the case of PhD students, the courses must be approved by the student's PhD committee, as well as the Authority for Research Students.

I. 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 made in the study program during the last five years, please specify what they are.

The study program is managed by the Bible faculty as a whole, with meets from time to time to discuss and implement changes and program refreshes.

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

The Bible faculty regularly meets to discuss and develop the content of the various courses and programs. Proposals, which can be submitted by any member of the Bible staff, are considered by all faculty members and decided upon in a democratic fashion.

K. Are 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, they are not.

L. To what extent does the department collaborate with other departments within/outside the institution?

The Bible department collaborates with other departments in related fields. We are currently in the process of getting a new interdisciplinary program (שבדק) off the ground, integrating the Bible, History, and Archaeology departments. In addition, several staff members collaborate with colleagues in the Talmud, History, and other departments, often offering joint courses that are open to students in the respective programs.

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

The BA program is comprehensive in its scope, and we are pleased with the skills and knowledge attained by its graduates. Graduate students can specialize in any branch of biblical studies that they please, and the MA program aims to be as flexible as possible, in order to accommodate the needs and desires of the student body. The department's academic advisor, as well as each student's thesis advisor, are authorized to allow students to study up to half of their requisite credits outside the department of Bible, provided these courses are compatible with the student's chosen area of specialization.

Students in the "research track" of the MA program study German at an advanced level, in addition to an ancient language. After completing their ancient language courses, students put it to use in a text-based course. (Those who study ancient Greek go on to apply it to the analysis of the Septuagint, and Akkadian-track students examine Bible-related texts. Generally, students who study ancient Egyptian analyze texts relating to the Bible and its world.)

Students in the "non-research track" complete more credits than their counterparts in the research track, but they are not required to write a thesis, and they are exempt from studying German and ancient languages. The Humanities Faculty recently canceled the final exam for students in all non-research tracks, which was a somewhat controversial move. The Bible faculty is exploring the possibility of reinstating such an exam on a departmental level, to ensure that there will be no erosion of standards in the Bible program.

Our graduates have been integrated into the job market at the highest level. Graduates of our BA and MA programs have gone on to become leading Bible teachers across the country, and graduates of our PhD program are among the foremost scholars in the field — both in Israel and worldwide.

Despite all the above, it must be said that we currently offer fewer courses — at both the undergraduate and the graduate levels — than we did not long ago. This is due to the recent trend of ever-declining funding for the humanities. As noted elsewhere in this document, this is the fifth year running in which the Bible Department has received less funding than the previous year, despite steady numbers of students.

A certain weakness felt in the graduate programs until recently has been the lack of a comprehensive overview of the most recent research being conducted around the world today. Department faculty members are currently discussing the possibility of introducing an additional written exam, which would cover areas of inquiry not currently addressed in existing courses and which graduate students might not encounter in the course of writing their theses. In addition, the new mandatory graduate seminar, "Fundamental Issues in Biblical Criticism," partially addresses this issue. (See above.) We are presently considering the possibility of

adding a broad bibliographic component to this seminar's requirements to ensure that students graduate with a thorough knowledge of the history of research from its inception to the present day.

Chapter 2 – Teaching and Learning Outcomes

Teaching

- A. Does the institution have a structured system for evaluating teaching (e.g. peer reviews; students survey etc.)? Please provide a brief description.**

Yes, it does. The Hebrew University conducts an anonymized survey at the end of every semester, and the data collected from this survey is used extensively when teachers apply for tenure-track positions or are being considered for subsequent promotion. Shortly before the conclusion of every course, students are requested to evaluate the course, as well as the lecturer, according to various criteria. Students are also encouraged to provide detailed comments regarding the course, bibliography, quality of teaching, etc. — and many students indeed do so. Junior lecturers are audited by senior faculty members from the Bible department and other related departments. The auditor compiles a report and submits it to the Dean of the Humanities Faculty. The auditor will often share this feedback with the junior lecturer, in order that the latter may use it to improve his or her teaching. In addition, we recently conducted an online survey and invited all current students and recent graduates to participate. The overall results were very positive encouraging, and the comments were productive and will be taken into account in the coming years.

- 1. How are results of the evaluation activities used? How are negative findings addressed? How are excellent teachers rewarded?**

Each lecturer receives a copy of the survey's results, allowing him or her to identify strength and weaknesses from the student feedback. These data are also used on a faculty and departmental level to identify outstanding lecturers, as well as to home in on teachers in need of professional assistance. Junior lecturers whose results are found to be inadequate are invited to discussions with the Head of the Department, with the aim of identifying and overcoming the obstacles encountered by the lecturer. The highest performing lecturers are publicly recognized by the university, thus further incentivizing outstanding teaching performance.

- 2. Does the institution have a center for enhancement of teaching? If yes, do all faculty members (including adjunct faculty) participate in its activities? Please provide a brief description. If not, does the institution offer the teaching faculty systematic activities (courses/in service/training/guidance) in order to improve the quality of teaching? Do all faculty (including adjunct faculty) participate in these activities? Please provide a brief description.**

Hebrew University recently instituted the **Teaching and Learning Center** (TLC). This new center's activities include:

- Improving the teaching skills of all lecturers by means of an array of in-depth workshops. These include: (1) training for teaching assistants, (2) higher-level instruction for junior faculty, (3) enrichment for senior faculty, as well as (4) thematic workshops focused on various issues associated with learning, evaluation, and teaching methods. In conjunction with these workshops, the Teaching and Learning Center conducts one-on-one meetings with staff members and likewise offers personal coaching.

- Updating of the university-wide syllabus system to bring it in line with a structured, consistent, and bilingual online system based upon learning outcomes.
- Constructing a system to produce diploma supplement based on learning outcomes, which will be granted to all university graduates.
- Developing and implementing educational technologies, and creating an organizational structure based on the open-source Moodle system.
- Teaching evaluation surveys.

3. Do new faculty members receive special support for teaching (preparation seminar, guidance, etc.)? Is there a mentoring program for new faculty (regarding their teaching)? Please specify.

All new faculty members in the Humanities Faculty receive mentoring from experienced lecturers in their respective departments.

4. Are new faculty entitled to reductions or are they excused from teaching in the beginning of their employment?

Due to the lack of human resources in the Bible Department, it is unfortunately impossible to give new faculty reductions in teaching load.

B. If a structured system for evaluating and improving teaching exist at the department level as well, please provide an answer according to question a.

N/A.

C. To what extent do the methods applied to assess and improve the quality of teaching achieve their goals?

Judging by the teacher evaluation surveys, students are quite satisfied with the quality of teaching in the Bible Department. There is always room for improvement, and we are open to any new ideas, policies, or programs that may help increase the standard of teaching.

Learning Outcomes

1. What are the program's intended Learning Outcomes (LO)? How were they set and where are they stated? Are LO defined in the course syllabi? Please refer to each track and each degree level separately.

Each course's intended learning outcomes is listed in the syllabus and is viewable online. On a broader level, the desired learning outcomes for our various programs are as follows.

- **BA:** The graduate should have a solid acquaintance with the Bible, modern scholarship on the Bible and its world, as well as ancient and medieval Jewish commentaries on the Bible. The graduate should also have very good reading proficiency in Hebrew, biblical Hebrew, and English.
- **MA – non-research track:** The graduate should have a broad and deep appreciation of the field of Hebrew Bible. In addition to the languages expected of BA graduates, the non-

research-track MA graduate should have very good reading proficiency in Greek, ancient Egyptian, or Akkadian.

- **MA – research track:** The graduate should have a broad and deep appreciation of the field of Hebrew Bible, and he or she should produce an original and significant thesis. In addition to the languages expected of BA graduates, the research-track MA graduate should have very good proficiency in German, as well as one of the following: ancient Greek, ancient Egyptian, and Akkadian.
- **PhD:** The graduate should be among the leading young Bible scholars worldwide.

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

A. Examinations and exercises

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

Our BA program includes numerous examinations, including two written “proficiency” exams (בחינות בקיאות), as well as a written “integrative” exam (בחינת התמחות). Combined, these three examinations constitute roughly 10% of the requirements for a Bible major. In addition, there are several required courses with exercise and examination components. Our MA program includes a final exam, which has both written and oral components. The grade for this examination constitutes 15% of the student’s final grade in the “research track” program, and 20% in the “non-research track” program.

- 2. Who writes the examinations and exercises and how is their validity assessed?**

Examinations and exercises are written by the Bible faculty members. Each lecturer is responsible to ensure that their exams and exercises are of a high standard. Of course, any and all comments by students — whether during the course of the semester or in the assessment survey — are followed up by the lecturer and department head, as well as other relevant parties.

- 3. Who grades the examinations and exercises? Please describe the feedback given to students, apart from the grade.**

Examinations and exercises are graded by the administering lecturer, with the exception of certain larger courses, which have teaching assistants, who help with some of the burden. Feedback generally includes comments where relevant, in order to help the student learn from his or her errors and to make the grade more transparent. Teachers also make themselves available to students, so that anyone interested may receive more detailed feedback on a personal basis.

4. Please present the distribution of the final grades over the last three years in the format of a histogram (in all degree levels)

Average final grades:

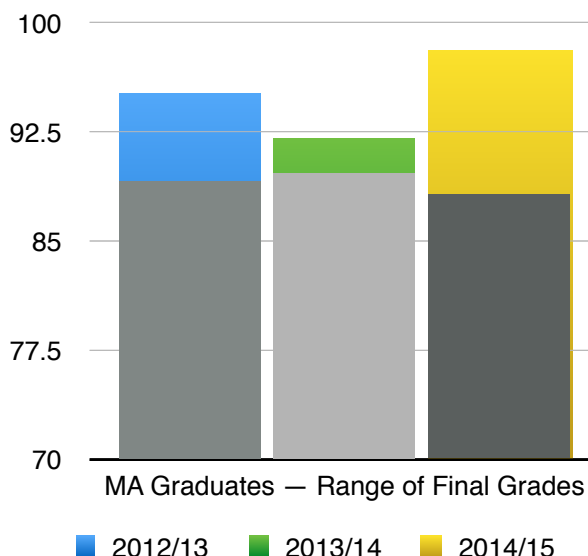
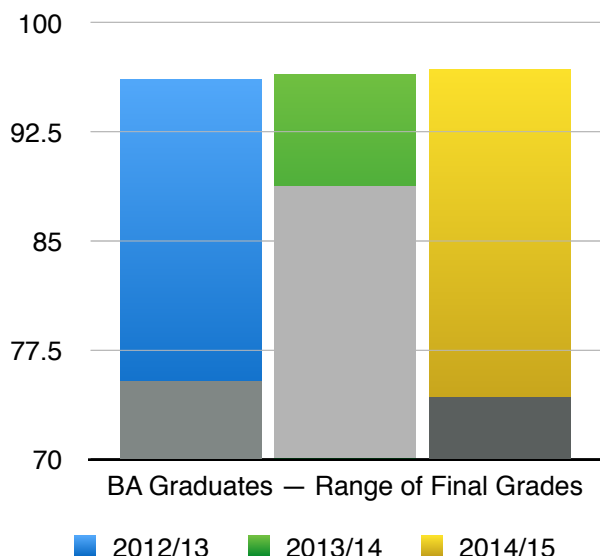
2012/13 BA: 89.01%.
 2013/14 BA: 93.18%.
 2014/15 BA: 89.51%.

2012/13 MA: 92.55%.
 2013/14 MA: 90.93%.
 2014/15 MA: 92.01%.

Range of final grades:

2012/13 BA: 75.44%–96.15%.
 2013/14 BA: 88.74%–96.46%.
 2014/15 BA: 74.36%–96.92%.

2012/13 MA: 89.15%–95.17%.
 2013/14 MA: 89.71%–92.05%.
 2014/15 MA: 88.29%–98.08%.



B. Written assignments (seminar papers, projects, theses, dissertations, etc.)

1. Describe the types of written assignments and other projects required in the program, their contents and scope.

Several BA and MA courses have written assignment components, whether during the course of the semester or as a final assignment. These assignments vary in length, but they tend to be in the 5–15 page range. In addition, BA students are required to complete two larger-scope “seminar papers,” which are expected to be 20–30 pages in length. MA students in the research track must write a 70–80 page thesis, as well as a seminar paper. MA students in the non-research track must write two seminar papers.

2. Who writes the assignments and how is the validity of the assignments assessed?

Assignments are written by the Bible faculty members. Each lecturer is responsible to ensure that their assignments are of a high standard. Of course, any and all comments by students — whether during the course of the semester or in the assessment survey — are followed up by the lecturer and department head, as well as other relevant parties.

3. Who grades the written assignments?

Assignments are graded by the administering lecturer, with the exception of certain larger courses, which have teaching assistants, who help with some of the burden.

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

Assignments and projects are graded by the administering lecturer, with the exception of certain larger courses, which have teaching assistants, who help with some of the burden. Feedback generally includes comments where relevant, in order to help the student learn from his or her errors and to make the grade more transparent. Teachers also make themselves available to students, so that anyone interested may receive more detailed feedback on a personal basis.

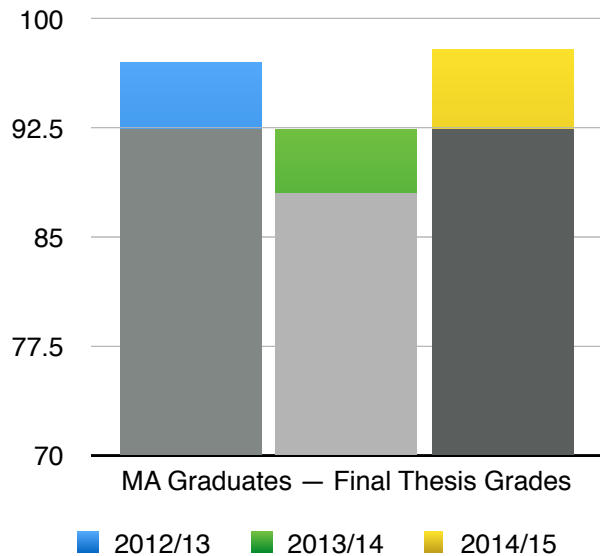
5. What is the average grade given to the graduates of the program in the final project/ final seminar/thesis in each of the last three years? Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.

Average final thesis grades:

2012/13: 94.75%.
 2013/14: 91.00%.
 2014/15: 95.67%.

Range of final thesis grades:

2012/13: 92.5%–97.0%.
 2013/14: 88.0%–92.5%.
 2014/15: 92.5%–98.0%.



C. Training and field work

1. Describe the training/field work required in the program, their contents and scope. Please provide us with a list of places of training including the number of students in each place.

Field work, per se, is not a requirement in any of the Bible Department's programs, given the philological nature of the discipline. That being said, all BA students are obligated to participate in at least one field trip, in order that they may acquaint themselves with the historical sites discussed in the Hebrew Bible. In addition, students are encouraged to take part in archaeological digs and are invited to participate in additional field trips over the course of their studies.

In recent years Dr. Nili Wazana (Bible) and Dr. Doron Ben-Ami (Archaeology) have taught a joint interdisciplinary course, which combined Bible studies and archaeology. This course integrated classroom and fieldwork components. Despite the great popularity of this course, funding was not found this year for any similar offering.

2. What methods are applied to evaluate training/field work? What kind of feedback is given to the students?

N/A.

3. Please specify the number and percentage of graduates who graduated with honors.

2012/13 BA: 2 graduated *magna cum laude* (11%).

2013/14 BA: 0 graduated with honors (0%).

2014/15 BA: 0 graduated with honors (0%).

2012/13 MA: 1 graduated *magna cum laude* (33.3%).

2013/14 MA: 0 graduated with honors (0%).

2014/15 MA: 1 graduated *magna cum laude* (14.3%); 1 graduated *summa cum laude* (14.3%).

4. Other - any other methods applied to measure the achievements of the students.

N/A.

- D. 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?

In our view, the methods for assessing learning outcomes are effective, and graduates of our programs have admirable knowledge of the relevant topics, as well as the skills necessary to excel in the field.

Chapter 3 – Students

Admission, Acceptance process and graduation

A. What are the entry requirements/criteria for the program (first degree and advanced degrees including "on probation" status).

The requirement for BA students in the Humanities is English and Hebrew proficiency, a 9.75 or higher grade in their matriculation exams (בגרות), and a grade of 600 on the psychometric examination (550, in the case of students above the age of 30). In certain cases, students may be admitted on the basis of prior university studies or the pre-university preparatory programs administered by Hebrew University and Tel Aviv University. In addition, students with particularly high matriculation grades may be exempted from the psychometric exam, and conversely, those with very high psychometric results may be admitted on the basis of that grade alone, provided they have completed their matriculation exams.

BA applicants choose and rank up to four desired departments. Students who are not accepted into their highest-ranked track are considered for their second choice, and so on.

Candidates who completed their secondary education abroad are admitted on the basis of matriculation-equivalent results, academic preparatory programs for recent immigrants, or prior university studies.

Candidates who are not admitted to the program(s) they applied for may submit a reconsideration request, in which case their application will be reviewed by the academic appeals committee.

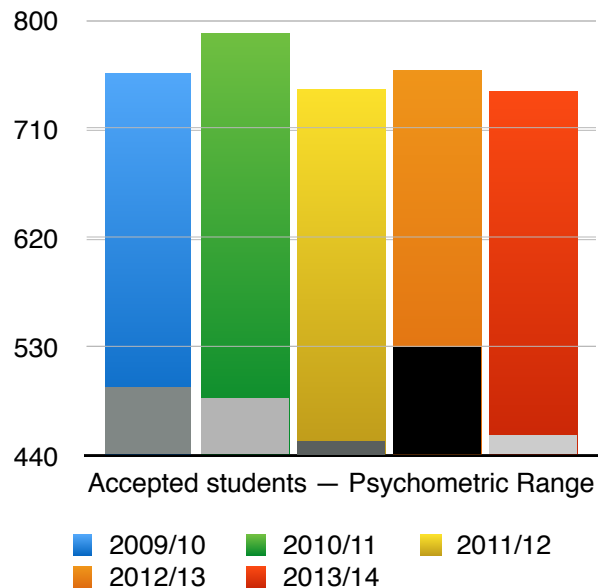
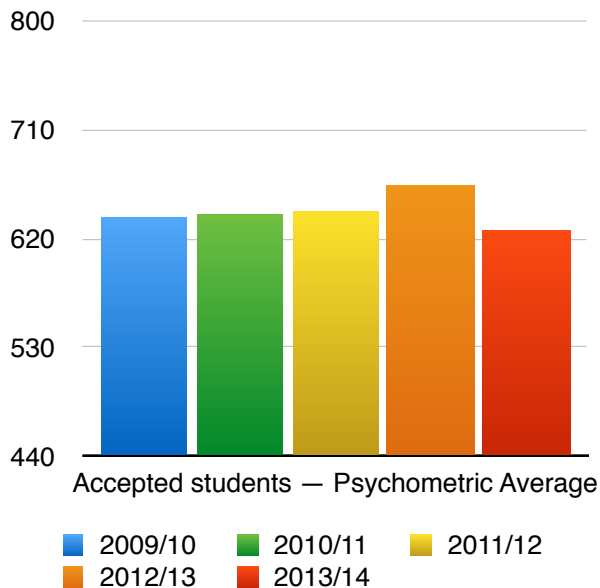
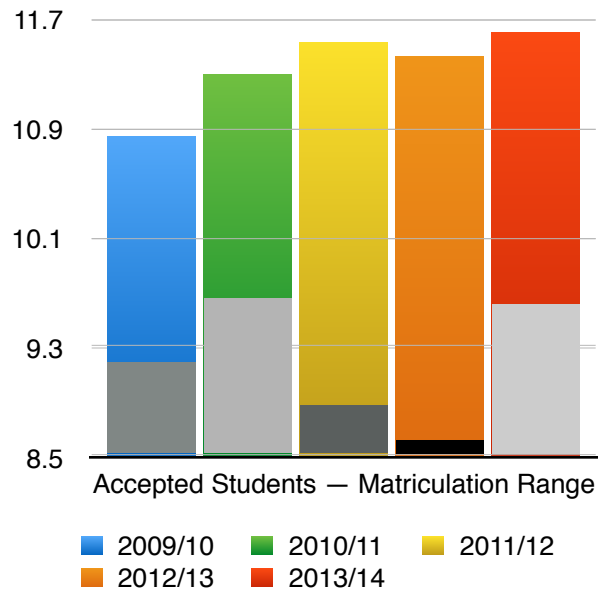
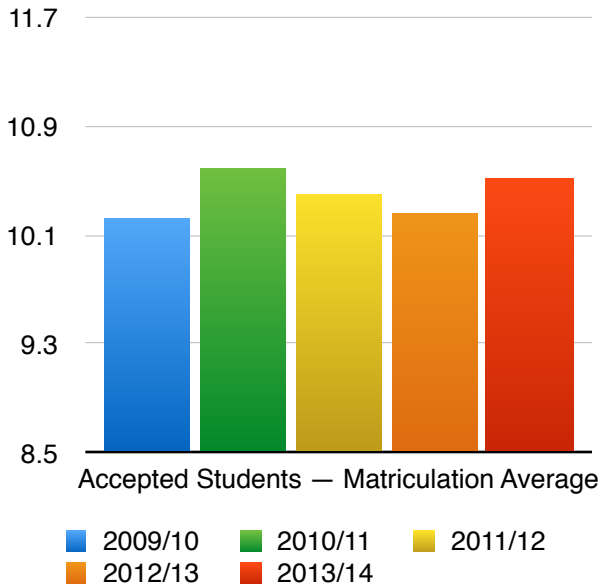
The requirements for research-track MA students are a minimum 85% average for the BA degree, as well as 85% in the Bible-major component itself. Students whose undergraduate Bible education is deemed insufficient are required to complete supplementary studies (לימודי השלמה).

The requirement for non-research-track MA students is an 80% average or better in the Bible-major component of their BA degree.

The requirements for PhD students are an average of 85% for their MA degrees, as well as 90% or above for the final examination and thesis components. Students who graduated from other departments are required to complete supplementary studies, as determined by the faculty's research student committee, in consultation with the department and designated advisor.

According to Humanities faculty regulations, any student seeking admission into an MA program in a department different from his or her BA, or who transferred from another institution, must complete supplementary studies.

B. In the format of a histogram, please present the range of psychometric test scores or the equivalent and the range of matriculation averages of the students that were admitted to the program in the last five years. If there is a discrepancy between the admission criteria and the de facto admission data, please elaborate.



Admission Data

			2009/10	2010/11	2011/12	2012/13	2013/14
Accepted	Matriculation	Average	10.21	10.58	10.39	10.25	10.51
		Lowest	9.18	9.65	8.86	8.62	9.61
		Highest	10.85	11.29	11.53	11.44	11.61
		Number	26	26	36	29	28
	Psychometric	Average	637.7	640.9	642.5	664.9	627.6
		Lowest	497	488	452	530	457
		Highest	756	790	743	758	742
		Number	23	20	30	24	25
Registered	Matriculation	Average	10.26	10.61	10.42	10.34	10.60
		Lowest	9.26	9.94	8.86	8.62	9.61
		Highest	10.85	11.29	11.53	11.44	11.61
		Number	21	25	27	20	20
	Psychometric	Average	645	649.1	649.0	660.9	649.4
		Lowest	497	488	452	530	494
		Highest	738	790	743	758	742
		Number	19	18	26	14	18

- C. Please submit data concerning the number of students in the format of table 3 (in the excel appendix) in the last three years (divided by degree) as follows: a. Numbers of applicants (הגישו מועמדות); b. number of admitted students (התקבלו) and students admitted on probation; c. number of students who started studying in the program (החלו ללמוד בפועל); d. number of students that completed their studies, including those admitted "on probation".

Note: The annual number of applicants in our department has remained roughly steady for several decades. The fluctuations seen below are not statistically significant and are not suggestive of any trend that we are aware of.

Table 3 - Student Registration				
Academic Year				
		תשע"ב 2011/2012	תשע"ג 2012/2013	תשע"ד 2013/2014
BA	Applicants	54	43	41
	Admitted*	42	30	32
	Admitted on Probation	-	-	-
	Enrolled	30	19	23
	Total number of students	-	-	-
MA	Applicants	7	13	14
	Admitted*	4	7	8
	Admitted on Probation	-	-	-
	Enrolled	2	7	7
	Total number of students	-	-	-
PhD	Applicants	2	3	1
	Admitted*	2	3	1
	Admitted on Probation	-	-	-
	Enrolled	2	0	1
	Total number of students	-	-	-

**Including candidates who were accepted into additional departments which they had ranked higher in terms of preference.*

- D. 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.

Regarding the selection and admission process, see above. The minimum criteria for advancement from year to year are participation in all required courses with final grades of 60 or above, as well as the fulfillment of other requirements, such as comprehensive examinations, seminar papers, field trips, languages (in the case of graduate studies), etc.

E. Is there a policy of affirmative action and standards for the admittance of candidates? If so, please describe. 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) to the program?

The Hebrew University has had an affirmative action policy in place since the 2001–2002 academic year, and this policy applies for the admission process into Bible Department. Numerous applicants belonging to various minority and other underrepresented groups whose credentials fall somewhat short of the admission criteria are accepted within the framework of this policy.

Candidates with disabilities or deficiencies of various types (vision impairment, hearing impairment, dyslexia, etc.) are eligible for special conditions during the psychometric examination. In addition, if a disabled student fails to meet the standard admission criteria, he or she is eligible to submit a claim to the academic appeals committee.

Lowest admission data:

Matriculation: 8.62 in the 2012–2013 academic year.

Psychometric: 452 in the 2011–2012 academic year.

F. What is the drop-out rate of students from the program in each of the study years over the last five years, provide the information in the format of table 4 (in the excel appendix). What are the reasons for their leaving (academic/other)? Is there satisfaction with the drop-out rate? If not, what steps does the unit take in order to change it?

We do not have a dropout problem to speak of, and our satisfaction rates are, thankfully, very high.

[PRECISE DATA NOT AVAILABLE]

Students and research

A. Undergraduate students:

1. To what extent are the undergraduate students involved in research projects of faculty? Is there a structured mechanism (e.g. courses; credits for participating)?

No BA students are involved in research projects.

2. Specify in which projects, the number of students involved and the scope of their involvement (in the format of a table)

N/A.

3. Is there a procedure for encouraging students to carry out independent research?

While there is no formal mechanism in place, excellent BA students are encouraged to publish their independent research, when applicable.

B. Graduate program:

1. Is the graduate program structured (both MA and PhD programs)? Please specify.

The graduate programs are indeed structured. MA students can be divided into two primary tracks: research, and non-research. See detailed descriptions above. The PhD program is less structured, as its focus is the composition of a doctoral dissertation. Over the course of the doctoral studies, every student is obligated to complete at least 12 credits' worth of coursework, as determined by his or her dissertation committee.

2. Are there mandatory courses teaching research skills? (e.g. academic writing in English; qualitative research methods; quantitative research methods, graduate seminar).

There are various such courses on offer, though they are not mandatory for most students. MA students who have received various scholarships for academic excellence (and therefore belong to the School for Advanced Studies in the Humanities) are obligated to participate in an English academic writing course, as well as course on research methods in the humanities.

3. What is the time frame for the graduate program and what is the average time to graduate de facto? What is the policy regarding exceeding the recommended time?

The official timeframe for the MA programs is two years. That said, students in the Bible Department (as well as certain other departments) cannot be expected to complete their studies, prepare for comprehensive exams, and — in the case of research-track students — write an 80-page thesis. Therefore, students in the Bible programs are encouraged to finish within three years, so that they may receive scholarships and attain employment as teaching assistants, etc. Special permission from the Dean of the Faculty of Humanities is required in order to extend studies into the fourth year without losing employment and scholarship privileges. Further extensions are not possible.

4. Is there a departmental seminar? Are graduate students participating in it?

Yes, several departmental symposia are held every year, and graduate students are invited to participate.

C. How do graduate students (MA and PhD) find an advisor and in what point of their studies? Is there a structured mechanism? Please describe the process briefly.

Graduate students generally seek advisors independently. During their BA studies, students become acquainted with nearly all faculty members, if not all, allowing them to develop relationships and explore complementary areas of interest. Students who arrive after completing a BA elsewhere will invariably come into contact with the faculty in the course of their course requirements. (Students may enroll for graduate degrees before deciding upon an advisor.) In any event, advisors and graduate students reach mutual agreements following personal acquaintance.

D. Are graduate students encouraged to publish? If so, how? Do they receive support for doing so?

Students who submit exceptionally good seminar papers are encouraged to publish the work in a scholarly publication. Similarly, following the submission of excellent MA theses, students are encouraged to find an outlet to publicize their work.

E. How are graduate students supported financially: are there fellowships (full/partial)? Are they funded by the institution or by their advisor (via grants)? What are the criteria for receiving a fellowship?

Excellent students have numerous opportunities to receive funding over the course of their studies. The most generous grants for MA students are generally competitive faculty-wide scholarships that include tuition waivers and monthly stipends, though there are additional department-level prizes. Several excellent PhD candidates are selected for the "President's Scholarship" program, which grants students a full scholarship, a substantial monthly stipend for four years, and a shared office on campus. The "Rotenstreich Scholarship" grants further financial support and is administered by the Council for Higher Education in Israel. Various independent and semi-independent bodies offer additional multi-year funding opportunities. These include the Yad Hanadiv (Rothschild), Scholion, Israel Democracy Institute, and Ariane de Rothschild fellowships. Some of these and other fellowships are targeted at specific groups, such as financially disadvantaged women, and in certain cases, there is an element of commitment, e.g., volunteer work. Various single-year faculty-wide scholarships exist, as well, including the Warburg Foundation Award (PhD completion scholarship) and some 20 additional smaller awards (MA and PhD combined). These scholarships take both academic excellence and financial need into account.

Regrettably, the Department of Bible has no substantial scholarships to offer its students. This is not an abstract matter; we are losing talented students, as a result. Just this year, an excellent graduate student of ours moved to a different Israeli university due to the funding opportunities there. Furthermore, university- and faculty-wide scholarships are insufficient in number and insufficiently funded. In many cases, the advisors of students who are awarded top scholarships are asked to foot a large portion of the bill from their own research grants, which is often impossible.

Indeed, in most leading universities around the world, there is simply no such thing as a PhD student without a scholarship and who must pay the university tuition out of pocket. The Bible

Department is proud of its many students who receive the most competitive and prestigious scholarships available, but the lack of departmental funding puts the unit at a great disadvantage. Many graduate students have to work on the side (or, more accurately, write their theses on the side), with others simply giving up due to financial constraints, or seeking out more sustainable opportunities elsewhere.

Student Support Services

A. 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).

The Bible Department has an academic counselor for both BA and MA students. Students can also receive guidance from the Bible-Jewish Thought-Talmud secretary and from the faculty members. Counseling measures employed by the Bible Department include an orientation day during which new student receive information regarding the department, the curriculum, the university, etc. In addition, all faculty members make themselves available to students for any issue during specific, publicized hours. Lastly, the department holds various informal social events during the course of the year. These events create an open, inviting environment, thereby making students feel at ease speaking with faculty members and with each other regarding any and every issue that may arise.

In addition, we recently introduced a mentoring program. Each first-year student is paired with a more advanced student who shares his or her experience and offers advice regarding course selection, administrative matters, and all other relevant issues. This program functions on a voluntary basis, and it has been very popular and successful thus far.

B. Do students with special needs receive special support? If so, please specify.

There are various policies in place to assist special-needs students. The department's counselor directs students to the relevant units that offer additional support and guidance. These include the Unit for Learning Disabilities, the Learning Center for the Blind, the Student Welfare Unit, and Psychological Counseling Services. Students with special needs are accommodated throughout their studies in the Bible Department, from time extensions to laptop computers for exams to writing assistants.

C. 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.

Although faculty members do offer students advice regarding potential career paths, there are no structured counseling procedures to assist students in work placement. Please see below for university-wide initiatives.

D. Does a monitoring mechanism of the progress of graduate students' research exist? please specify.

There is no formal mechanism of this description, but the teachers maintain frequent contact with students and regularly check up on their progress.

E. What are the mechanisms that deal with student complaints? Please provide a list of students' complaints over the last two years and the way they were resolved.

The Head of Department is responsible for handling student complaints in a timely and efficient manner. Complaints are usually made directly to the secretariat. The two most frequent complaints are administrative issues: admittance to courses (at the beginning of the academic year) and receiving grades on time (at the end of the year). More complex complaints are individual ones such as a sense of an unfair grade or a personal conflict with a teacher or a teaching assistant. All of these issues are carefully examined and solved through personal meetings with the student and the relevant staff member. Students may also submit complaints regarding academic issues to the Teaching Committee of the Faculty of Humanities. In addition, the Dean of Students at Hebrew University acts as the ombudsman for students' complaints. Any student at any time may submit an oral or a written complaint with regard to an academic or administrative staff member (or another student).

There exists no documentation of matters such as the aforementioned (complaints regarding a particular grade, etc.). No formal student complaints have been lodged in the last two years.

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

There are various scholarships available to students, of which some are academic-excellence based and others are need based. Students from the entire Humanities Faculty compete for the most substantial scholarships, although the department does also have excellence-based awards for its best students — both undergraduates and graduate students.

First-year undergraduate students with exceptional admission credentials are eligible for a scholarship, which covers the entire cost of tuition. Every year, the students who have maintained the highest grades receive the Dean's Prize, which covers 50% of tuition.

The Financial Aid Department of the Hebrew University has various financial resources, scholarship and loans to assist undergraduate students who are unable to pay full tuition to finance their studies. In addition, faculty members recommend worthy students to various funds that operate in conjunction with the university. The PERACH (פר"ח) mentoring program pairs needy children from underprivileged backgrounds with university students who act as their tutors and mentors, giving the child personal attention they often sorely lack and serving as a role model. Mentors and children generally meet twice per week for two hours, and the mentors receive substantial scholarships in exchange (roughly 50% of tuition). Approximately 15% of all students in Israel's institutes of higher education take part in the project each year, thereby mentoring tens of thousands of children in need.

For more information on scholarships, see here: <http://new.huji.ac.il/links/515>

Alumni

A. Do the institution and/or the department maintain contact with their alumni, employers, and employment market?

The university maintains periodic contact with alumni, primarily through email communication. On occasion, programs geared specifically towards alumni are organized, although all of the above are on a university-wide level. The Bible Department has no formal mechanism for

maintaining contact with alumni. That said, our faculty members all remain in touch with many of their former students.

Regarding contact with employers, the university has various initiatives, including annual career expos.

B. Please specify the extent of integration of alumni into the labor market: where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment.

While we do not have comprehensive data, our graduates have been integrated into the job market at the highest levels. Graduates of our BA and MA programs have gone on to become leading Bible teachers across the country, and graduates of our PhD program have found tenured positions in the foremost universities worldwide.

C. How many students continue their studies to advanced degrees or other areas (specify area of study and degree level). Relevant surveys would be appreciated.

According to the data available to us, roughly 30% our BA graduates proceed to register for an MA in our department. Of our MA graduates, some 20% pursue a PhD in Bible Studies.

Summary

A. What are the strengths and weakness of the issues specified above?

Please see above.

Chapter 4 – Human Resources

A. Attach Tables 5–7 (In the Excel Appendices) detailing senior and junior faculty, adjuncts (senior and junior), teaching and research assistants, post-doctoral staff members.

Please see Table 9 for specialization and Table 2 for teaching hours/week.

Table 5 - Faculty (Academic Staff) - Senior Faculty Employed (the following ranks: Lecturer, Senior Lecturer, Associate Professor, Full Professor)														
Name of Staff Member			Rank	Part of Position in the Institution		Part of Position in the Program		Employment outside the institution			Courses taught by the staff member	Additional tasks in Institution	No. of supervised grad students	
				Hrs/wk	%	Hrs/wk	%	Employer name	Hrs/wk	%			Name of Course	MA
Shimon	Gesundheit	PhD	Senior Lecturer (tenured)	6	100%	6	100%				BIBLIOGRAPHICAL GUIDANCE (21106)	Head of Department, BA & MA advisor	2	5
											MEDIEVAL EXEGESIS (21515)			
											INTRODUCTION TO THE BIBLE (21101)			
Ronnie	Goldstein	PhD	Senior Lecturer (tenured)	7	100%	7	100%				THE BIBLICAL ORACLES TO THE NATIONS (21305)		3	2
											STUDIES IN THE BOOK OF JEREMIAH (21104)			
											BIB LIT IN THE LIGHT OF THE ANE (21348)			
											ISRAEL, ASSYRIA AND BABYLON: DIVINE INTERVENTION (21904)			
											ISRAEL, ASSYRIA AND BABYLON: THE ROYAL COURT (21906)			
Menahem	Kister	PhD	Full Prof	4	100%	2	33%	Ben-Zvi Institute			PANORAMIC VIEWS ON THE BIBLICAL PERIOD IN ANTIQUITY (21905)	Prof of Talmud and Jewish Thought, Director of Orion Center	1	1
											STUDIES IN THE ARAMAIC TARGUMS OF THE BIBLE (21882)			
Israel	Knohl	PhD	Full Prof	3	100%	3	100%	Shalom Hartman Institute			THE FESTIVALS IN THE BIBLE - RABBINIC LITERATURE (21304)	-	0	0
											BIBLICAL THEOLOGY (21873)			
Baruch	Schwartz	PhD	Associate Prof	6	100%	6	100%				TRADITION AND CRITICISM (21139)		0	3
											FROM SLAVERY TO FREEDOM - EXODUS 1–15 (21608)			
											SINAI AND HOREB (21843)			
Michael	Segal	PhD	Associate Prof	6	100%	6	100%				2ND TEMPLE LITERATURE - EXEGETICAL ASPECTS (21564)		4	1
											INTRODUCTION TO TEXTUAL CRITICISM OF THE BIBLE (21200)			
											REWRITING THE BIBLE - STUDIES IN THE BOOK OF JUBILEES (21563)			
											STUDIES IN THE ARAMAIC TARGUMS OF THE BIBLE (21882)			
											THE SEPTUAGINT OF EZRA AND NEHEMIAH (21903)			
Nili	Wazana	PhD	Senior Lecturer (tenured)	6	100%	3	50%				STUDIES IN THE BOOK OF JUDGES (21109)	Senior Lecturer in History of the Jews	1	2
											KOHELETH - AN EXPLORATION (21555)			
											WHEN BIBLE MEETS ARCHAEOLOGY (13187)			
											FROM THE DAWN OF ISRAEL UNTIL THE PERSIAN PERIOD (13109)			

Table 6 - Faculty (Academic Staff) - Junior Faculty Employed (such as: Tas, Ras)

Name of staff member			Employment Rank	Part of Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member	Additional Tasks in Institution
				Part of Position in the Program		Name of Employer	Part of Position				
First	Family	Degree	Hrs/wk	%	Hrs/wk		%	Hrs/wk	%	Name of Course	
Ariel	Kopilovitz	MA	Assistant		2	50.00%			N/A	STUDIES IN THE BOOK OF KINGS (21111)	
Tamir	Segal	BA	TA		N/A	12.50%			N/A	TA: INTRODUCTION TO THE BIBLE (21101)	
Adina	Hacohen	BA	TA		N/A	12.50%			N/A	TA: INTRODUCTION TO THE BIBLE (21101)	
Aure	Ben-Zvi	BA	TA		N/A	12.50%			N/A	TA: BIBLICAL LITERATURE IN THE LIGHT OF THE ANCIENT NEAR EAST (21348)	
Yair	Segev	BA	TA		N/A	12.50%			N/A	TA: INTRODUCTION TO TEXTUAL CRITICISM OF THE BIBLE (21200)	
Dafna	Reichman	BA	TA		N/A	25.00%			N/A	TA: CREATION AND ESCHATOLOGY IN BIBLICAL THOUGHT (21096)	
										TA: LEADERS IN THE BIBLE (21103)	
Amichai	Titman	BA	TA		N/A	6.25%			N/A	TA: THE BIOGRAPHY - BIBLE AND AGGADAH (17008)	

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

Table 7 - Adjunct Faculty (2014–2015)

Name of Lecturer			Employment Rank	Weekly Lecturing Hours	Area of Specialization	Courses taught by the Lecturer	Additional Tasks in Institution
First	Family	Academic degree					
Elnathan	Weissert	MA	Teaching employee (עובד הוראה)	2	Assyriology	ISRAEL, ASSYRIA AND BABYLON: DIVINE INTERVENTION (21904); ISRAEL, ASSYRIA AND BABYLON: THE ROYAL COURT (21906)	Lecturer at Rothberg International School
Emanuel	Tov	PhD; Professor Emeritus	Volunteer	1	Bible	THE DEVELOPMENT OF THE TEXT OF THE TORAH (21851)	
Barak	Dan	PhD	Teaching Associate	2	Hebrew Language	INTRODUCTION TO BIBLICAL HEBREW - PART 1 (21105); INTRODUCTION TO BIBLICAL HEBREW - PART 2 (21107)	
Haggai	Misgav	PhD	Teaching Associate	3	Epigraphy	INTRODUCTION TO NORTHWEST SEMITIC EPIGRAPHY (43507); SEMITIC INSCRIPTIONS IN THE BIBLICAL PERIOD (13346)	
Lea	Mazor	PhD	Adjunct lecturer with benefits	2	Bible	CREATION AND ESCHATOLOGY IN BIBLICAL THOUGHT (21096); LEADERS IN THE BIBLE (21103); BETWEEN FAITH AND HOPE - LIFE AND DEATH IN BIBLICAL THOUGHT (21098); NARRATIVE ART IN THE BIBLE (21153)	

- B. Specify the rules, criteria and procedures for appointing, renewing appointments and dismissals of academic staff, including rules regarding tenure and promotion; what is the standard duration of service at each position?**

New faculty members are not appointed by the Bible Department. Rather, the process takes place at the faculty (Humanities) and university level. When the university and Humanities Faculty set up a search committee for a new tenure-track position, the Bible Department is tasked with creating a non-binding shortlist of candidates, which is taken under advisement by the university and faculty.

For more information, see here (Hebrew): <http://academic-secretary.huji.ac.il/mini/minuyim/?cmd=mini.322>

- C. What steps are taken to ensure that faculty members are informed of these policies and procedures?**

The regulations are publicly available on the university's website (see above).

- D. How are the faculty members divided into areas of specialty in the discipline?**

While there is no formal division within the department into specific sub-disciplines, certain specializations may be discerned:

Pentateuch, Cult, Law, Literary Criticism, Theology: Israel Knohl, Baruch J. Schwartz, Shimon Gesundheit.

Early Biblical Exegesis, Dead Sea Scrolls, Jewish Literature of the Second Temple Period, Ancient Translations (Textual Criticism): Menahem Kister, Michael Segal.

Ancient Near East, Prophetic Literature, History of Biblical Israel: Nili Wazana, Ronnie Goldstein.

- E. Please provide the following information regarding gender equality in the department:**

- 1. How many faculty members are women and what is their percentage in each rank?**

Of 7 full-time faculty members, 1 is a woman. (0.5 out of 5.8 positions.)

Of a total of 2 full professors, none are women. (0 out of 1.5 positions.)

Of a total of 2 associate professors, 0 are women. (0 out of 2 positions.)

Of a total of 3 tenured senior lecturers, 1 is a woman. (0.5 out of 2.5 positions.)

In addition, two women who taught in the Bible Department have recently retired. One was a Full Professor and the other a full-time lecturer. The most recent search committee was presented with 14 candidates, of whom 2 were women and only 1 of whom was a biblical scholar by training.

- 2. Are there any policies supporting recruitment and promotion of women, in the department or at the institutional level? (e.g. proactive recruitment of women; affirmative actions; adjusted promotion rules in light of maternity leave etc.) Are there any other activities in that regard?**

The university's stated policy is: "In recognition of the equal potential of women and men and the importance of difference in every creative community, the university is committed to

contribute to the advancement of all the creative talents which make up Israeli society, and to strive for gender equality in the Hebrew University and in Israeli society. The Hebrew University recognizes the fact that at present there is inequality in the gender division of the academic staff. This is the result of numerous factors because of which women who are capable of and interested in pursuing academic careers are confronted with unique difficulties. The university strives to correct this gender imbalance and sees this as a social, national and academic challenge. The Hebrew University will act to attain gender equality at every level of instruction and research, out of a commitment to academic excellence. To this end the university will take a series of steps including allocating resources, reorganization and rethinking in a variety of areas. The university will examine annually the impact of the steps undertaken to achieve gender equality and the need for additional steps.” (<https://new.huji.ac.il/en/page/779>)

While the Bible Department does not have a separate policy vis-à-vis gender and the promotion of women, we are both bound by that of the university as a whole, not to mention in enthusiastic support of its principals and goals.

- 3. How does the department ensure the dissemination of these regulations and of other activities offered to enhance gender equality (e.g. seminars, special grants and programs, legal rights, etc.).**

The Bible Department does its utmost to welcome and support students of all genders and to accommodate mothers to the greatest extent possible.

- 4. What are the department's goals in regard to gender equality in recruitment and promotion in the faculty?**

The department seeks to achieve gender parity in the long term. Due to a historical dearth of female candidates, the department's current gender makeup is ignobly unbalanced, but as more and more women complete PhDs and post-docs, the number of women among our ranks will hopefully rise.

- 5. Is there a person in charge of women's affairs in the institution and/or department? If yes, what are his/her responsibilities?**

Professor Batsheva Kerem is the university's Presidential Advisor for Gender Affairs. Together with Hebrew University's president, Professor Ben-Sasson, Kerem initiated the Women in Science Fellowship Program to financially support women postdoctoral candidates.

In her capacity as Advisor for Gender Affairs, Prof. Kerem is responsible for the implementation of research projects on the topic, the preparation of reports, among other activities geared towards the promotion of women's status in academia.

- F. What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program? Are there professional development plans? Please specify.**

Given its small size, the Bible Department does not have any formal mechanisms in place. However, staff members are always updated regarding developments. Indeed, in most cases, they will have participated in the decision making themselves.

G. What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position? How the head of the study program appointed and what is the duration of the position?

The Head of the Department is responsible for the educational program of the Bible Department. The position is generally rotated among department members and is held for two years. All tenured faculty members are eligible for the position.

In consultation with the other faculty members, the Head of Department prepares the various course offerings and is responsible for the administrative, budgetary, and educational aspects of the department, including the appointment of junior faculty members and managing the department budget in conjunction with the administration of the Humanities Faculty. The Head of Department is in regular contact with the Dean of Humanities on all matters concerning the administration and needs of the department and its conduct within the Faculty. The Head of Department is also the address for student requests of all sorts, and she or he appoints examination committees for MA students' final examinations.

H. What is the policy regarding recruiting and absorbing teaching staff (senior / junior/ adjuncts) and what are the plans for the future recruitment to the study program? How are these plans made and by whom?

As noted above, the Bible Department does not select or hire new faculty members itself, although it is consulted with. The development committee of the Faculty chooses the most appropriate candidate after a public tender. The dossiers of the candidates who apply are examined by a search committee established for this purpose, and in parallel by the department. The search committee ranks the applicants on the sole basis of excellence in research. The department seeks to appoint the best researcher in the area needed by the department who also has good teaching and interpersonal skills. The search committee and the department transmit their recommendations to the development committee of the Faculty, which makes the final selection.

Once entering the system — typically at the rank of Lecturer (equivalent to Assistant Professor), and at times as a Senior Lecturer — all faculty members are subject to the academic promotion procedures of the Hebrew University. At each rank, the recommendation of the Dean of the Faculty of Humanities must initiate the promotion procedure. Their decision is based on a dossier submitted by the candidate detailing academic achievements (publications in peer-reviewed journals, presentations at conferences, research grants, etc.), as well as teaching (courses taught, teaching evaluations, supervision of graduate students), and contributions to the department, the university, and the community at large. Once approved by the dean and the rector, the university sets up a promotion committee consisting of faculty from the department, other departments within the university, and almost always someone from another university. The committee performs a thorough professional evaluation, then recommends to the dean whether or not to proceed. If the recommendation is positive and the dean approves, a panel consisting of several internationally renowned scholars (usually all from universities outside Israel) is tasked with evaluating the candidate. The dean is responsible for integrating all of the materials and submitting them, with a final recommendation, to a university-wide promotion committee. The rector and the president of the university must grant their approval for the promotion to take effect. The first promotion typically grants tenure.

The appointment of junior faculty members takes place on the departmental level, in coordination with the Faculty administration.

I. 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?

A full-time teaching position for a senior faculty member is 8 hours weekly. In practice, faculty members in the Faculty of Humanities are required to teach 6 hours per week. Faculty members who have taken on demanding administrative posts are excused some teaching responsibilities. Each faculty member in the department teaches 4 weekly hours of BA courses and 2 hours weekly of MA courses. Junior faculty positions are temporary, at the rank of assistant (PhD students), teaching assistants (MA students), adjunct faculty, or teaching associates. Employment in the first two ranks is intended for regular students and a full-time position is 8 hours per week. Employment in the latter two ranks is for individuals who are not regular students or faculty members, and a full-time position is 10 hours weekly. Junior faculty members teach preparatory courses in Bible for BA and MA students, as well as some courses in the regular program for BA students. Senior faculty members hold regular appointments, and their positions are funded by the university. Funding for the temporary teaching positions of junior faculty members comes from the Faculty. Given the financial crisis prevailing in the Faculty in recent years, the sum allocated to the Bible Department has been very limited. Indeed, our budget in the past year declined by 8.78%, with this being the fifth consecutive year of compounded budget cuts, despite there having been no decline in student registration numbers.

J. Are staff members obliged to serve as advisors for final projects, theses and dissertations? Is there a limitation of a maximum number of graduate students per faculty? Are there criteria for assigning advisors to different research projects?

There is no mechanism for obligating faculty members to advise graduate students. However, with few exceptions, faculty members advise several students on the MA and PhD levels. According to university regulations, each faculty member may direct up to five PhD students. Mentoring graduate students is one of the criteria for receiving salary raise. There are no criteria for matching advisors and students, but as described above, in a small department this comes about naturally through the personal connections between faculty members and students. Untenured faculty members may direct students only in partnership with tenured faculty members.

K. 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.

The department's secretary deals with the administrative conduct of the department, contact with other units in the institution and the Faculty, and occasional administrative needs. As noted elsewhere in this document, there is only a single secretary for the three departments of Bible, Talmud, and Jewish Thought, which severely impacts her ability to fully address the needs of our department. The secretariat of the School of Philosophy (which handles five departments) assists us in financial and budget matters and in planning for hiring junior faculty.

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

Hebrew University's Department of Bible has a long and illustrious history as one of the foremost Bible departments in the world, housing more than a dozen world-class professors at a time, with specializations spanning the full gamut of the Hebrew Bible's many domains. Nevertheless, there is cause for great concern that the department's prestige may soon suffer irreparable damage, and it is not farfetched that its glory days will soon be behind it. Year after

year, budgets have been shrinking rather than growing, and the number of positions in the department has eroded to half what it once was. All this, despite registration numbers that are as high as ever.

What made this unit among the best Bible departments of any university was always its diversity and breadth. The department consisted of top experts in philology, literary criticism, the ancient Near East, biblical theology, ancient exegesis, biblical Hebrew, medieval Jewish exegesis, wisdom literature, and much more. Sadly, many of these domains have since become orphaned and those that have fared better now stand on shaky ground. Needless to say, the department's prestige — and its key role in the Hebrew University — will erode dramatically unless something changes soon. To maintain its standing, these fields must be reinvigorated, and young experts in these important fields must be hired. There is no shortage of qualified scholars — indeed, many are graduates of our own program — but without funding for additional positions, the department's hands are tied. With every new hire, the Bible department will gain the possibility to broaden its course offerings, take on additional graduate students, and diversify its research output. The potential is great.

Another salient — and easily addressed — impediment facing the Bible Department is the lack of supporting administrative staff. The one and only secretary assisting the more than 100 students and 7 faculty members in the Bible Department has to divide her time between three departments: Bible, Talmud, and Jewish Thought. Unlike most respectable institutions worldwide, faculty members are not assisted by personal secretaries — shared or otherwise. This is the apotheosis of a long and depressing decline. When I began my studies, there was a single secretary for the department; she was replaced with a secretary serving two departments; and she eventually was made to take on a third department, as well. After her retirement, the “status quo” was maintained, with no improvement in sight. As a result of this sad state of affairs, our secretary is spread so thin that she is simply unable to keep up with the necessary administration, and the Bible faculty and Head of Department pick up the burden. Having spent the past two years as department head, I can say that roughly 90% of the job description has become work that would be far better addressed by a skilled secretary. (In fact, for the first two months of my term, there was no secretary at all, so I was a full-time secretary, full-time faculty member, and department head — all during the busiest months of the year!) Everyone suffers from this unsustainable situation. The secretary is permanently overworked, the faculty members have little time for their own research, and the students' needs are inadequately addressed. To function properly, the Bible Department requires a full-time secretary with computer skills, English fluency, and a basic competence in the field. Were such a position to be created, the positive consequences would be felt almost immediately, from improved publication rates to increased student satisfaction to a healthier and happier department.

We hope the coming years will bring about a reversal in the upsetting trend of these last several years, and that the department's faculty will once again grow in size and stature.

Chapter 5 – Research

Due to the difference in character and research efforts of the various programs under evaluation, each institution should handle this chapter in accordance with its stated mission statement.

A. What are the department's special strengths and uniqueness in research?

The Department of Bible is among the preeminent academic programs for study of the Hebrew Bible in the world, granting undergraduate and graduate degrees, and covering virtually all areas of the study of Hebrew Bible and related literature. Research and teaching in the department represent a broad spectrum of scholarly specialization and interests, all focused upon aspects of the philological, literary and historical study of biblical literature. The distinctive feature of biblical research at the Hebrew University is the synthesis of the achievements of Jewish and general biblical exegesis throughout the ages with the insights and knowledge gained by scholarship in the modern era in the fields of ancient Israelite history, Semitic languages, the culture and literature of the ancient Near East, biblical archaeology, the critical study of the authorship, composition and transmission of the biblical text, the Qumran scrolls and the ancient versions of the Bible.

The program of studies focuses on the biblical text in its original language and in the context of its own time and place, the literary strata of the biblical books and the processes of their composition, the religion of ancient Israel and its development as evidenced in biblical literature, the stylistic features of biblical prose and poetry, ancient Near Eastern literature in its relation to the Bible, and the history of interpretation, including inner-biblical exegesis, interpretation in Second Temple and rabbinic literature, and medieval Jewish exegesis.

B. What are the research funds (in \$) of the study program in the last 3 years (competitive sources (government/non-government), non-competitive public funds, other non-competitive funds (non-government), internal funds, donations) please provide the information by faculty member in the format of table 8 (in the excel appendix).

Table 8 - Research Resources- last 3 years				
name and rank (Full/associate Prof; Senior Lecturer; Lecturer)	Main Research Area	research funds raised in the past 3 years (total amount from resource)	Grant Source	Duration of the grant
Shimon Gesundheit, Senior Lecturer	Benno Jacob's Literary Estate — The Forgotten Manuscripts of one of the greatest Biblical Scholars in the 20th Century.	330,000 ILS	Israel Science Foundation (ISF)	2014–2017
Ronnie Goldstein, Senior Lecturer	Hebrew Bible	255, 000 ILS	Israel Science Foundation (ISF) - 1518/11	3 years, with extension to 4 (2011-2015)
Israel Knohl, Full Professor	Hebrew Bible (The Numerical Architecture of Biblical Poems)	\$5000	Eims Biudeks, Hebrew University Authority for R&D	2012–2014
Baruch Schwartz, Associate Professor	Hebrew Bible	70,000 ILS per year	Israel Science Foundation (ISF)	3 years (beginning 2014)
Michael Segal, Associate Professor (with Prof. Shlomo Naeh)	Preparation of Hebrew University Bible Project Critical Edition	135,000 ILS per year (4 years)	Israel Science Foundation (ISF)	2010–2014
Michael Segal, Associate Professor (with Prof. Bernd Schipper, Humboldt University)	Scribal Hermeneutics and Literary Development in Ancient Judaism	80,050 euros	Hebrew University – Humboldt University (Berlin) Cooperation Grant	2013–2015
Michael Segal, Associate Professor	Preparation of HUBP Critical Edition of Joshua	200,000 ILS per year (4 years)	Israel Science Foundation (ISF)	2015–2019

C. Please provide information about the research activities of faculty members (including publications, activities in research centers or other academic bodies and institutions, awards and prizes) from the last 3 years, in the format of table 9 (in the excel appendix).

Please note: Included below are publications from the years 2012, 2013, and 2014. Publications from 2015, as well as forthcoming publications, have been omitted.

Table 9 - Research Activities - last 3 years							
Name of faculty member, rank	Fields of research/ specialization		name of publication	published in (name of journal / publishing house)	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at, in the last 3 years	other (special positions, honors, prizes, etc)	number of research students
Shimon Gesundheit, Senior Lecturer	Biblical theology, Pentateuch, Medieval Jewish Commentators, Prophecy, Biblical Historiography.	1	<i>Three Times a Year: Studies on Festival Legislation in the Pentateuch</i>	Tübingen (Mohr-Siebeck) 2012	Chair of committee bestowing grants for German language studies abroad	Head of Bible Department	7
		2	"The Question of LXX Jeremiah as a Tool for Literary-Critical Analysis"	<i>Vetus Testamentum</i> 62 (2012), pp. 29–57	Editorial board member of the monographical series ATHANT ("Abhandlungen zur Theologie des Alten und Neuen Testaments, Theologischer Verlag"), Theologischer Verlag: Zürich	Polonsky Prize for Creativity and Originality in the Humanistic Disciplines	
		3	"Midrasch-Exegese im Dienst der Literarkritik"	<i>Supplements to Vetus Testamentum</i> 163 (2014), pp. 111–124	Editorial board member of IECOT ("International Exegetical Commentary on the Old Testament"), Kolhammer (Stuttgart, Germany) and Eisenbrauns (Indiana, US) Publishers		
			<i>Exodus 1–15 (German edition)</i> . Volume editor: Shimon Gesundheit; authors: Wolfgang Oswald and Helmut Utzschneider	Internationaler Exegetischer Kommentar zum Alten Testament, Stuttgart (Kolhammer) 2013	2012–2013: Fellow, Institute for Advanced Studies: Convergence and Divergence in Pentateuchal Theory: Bridging the Academic Cultures of Israel, North America and Europe		
			<i>Exodus 1–15 (English edition)</i> . Volume editor: Shimon Gesundheit; authors: Wolfgang Oswald and Helmut Utzschneider	International Exegetical Commentary on the Old Testament, Stuttgart (Kolhammer) 2015			

Table 9 - Research Activities - last 3 years

Name of faculty member, rank	Fields of research/ specialization		name of publication	published in (name of journal / publishing house)	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at, in the last 3 years	other (special positions, honors, prizes, etc)	number of research students
Ronnie Goldstein, Senior Lecturer	Ancient Near East, Prophecy, Biblical Historiography	1	"NB Administrative Terminology and its influence in Biblical Literature: Hebrew ארחה"	<i>Literature as Politics, Politics as Literature, Essays on the Ancient Near East in Honor of Peter Machinist</i> (ed. By D. S. Vanderroot and A. Winitzer), Winona Lake, Indiana, 2013, pp. 137–149.		20-13-2014: Fellow, The Tikvah Center for Law & Jewish Civilization, New York University	1. PhD: Shira Golani (completed August 2015). 2. PhD: Yair Segev (2015-) 3. MA: Yair Bernstein (Completed 2014) 4. MA Mattam Morag (expected Oct. 2015) 5. MA Matteo Pradella (expected Oct. 2015)
		2	"More on The Story about Nachash in 4QSama"	<i>Shnaton, An Annual for Biblical and Ancient Near Eastern Studies</i> 22 (2013), pp. 17-25 (Hebrew)			
		3	"Notes on the Presence of Magic within the Hebrew Bible in the Light of Akkadian Literature"	<i>Studies on Magic and Divination in the Biblical World</i> (Biblical Intersections 11; edited by H. R. Jacobus, A. K. de Hemmer Gudme & P. Guillaume), Picataway, New Jersey 2013, pp. 9-18			
		4	"A Suggestion Regarding the Meaning of 2 Kings 17:9 and the Composition of 2 Kings 17:7-23"	<i>Vetus Testamentum</i> 63 (2013), pp. 393–407			
		5	"Jeremiah between destruction and exile : from biblical to post-biblical traditions"	<i>Dead Sea Discoveries</i> 20 (2013) 433-451			
		6	"The Provision of Food to the Aramaean Captives in II Reg 6,22–23"	<i>Zeitschrift für die Alttestamentliche Wissenschaft</i> , 126 (2014), 101-105.			

Table 9 - Research Activities - last 3 years

Name of faculty member, rank	Fields of research / specialization	name of publication	published in (name of journal / publishing house)	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at, in the last 3 years	other (special positions, honors, prizes, etc)	number of research students
Menahem Kister, Full Professor	Biblical exegesis, Midrash, Second Temple literature, Qumran, Judaism and the New Testament, Judaism and Christianity in Antiquity, religious worldviews, Hebrew lexicography	1 "Ancient Material in Pirke de-Rabbi Eli'ezer: Basilides, Qumran, the Book of Jubilees"	<i>Go Out and Study the Land (Judges 18:2): Archaeological, Historical and Textual Studies in Honor of Hanan Eshel</i> (ed. A.M. Maeier, J. Magness, L.H. Schiffman), Leiden 2012, pp. 69-93			2
		2 "Hawwa, Howa: A Contribution to Biblical Lexicography"	<i>Leshonenu</i> 74 (2012), pp. 13-24 (in Hebrew)			
		3 "Allegorical Interpretations of Biblical Narratives in Rabbinic Literature, Philo and Origen: Some Case Studies"	<i>New Approaches to the Study of Biblical Interpretation in Judaism of the Second Temple Period and in Early Christianity: Proceedings of the Eleventh International Symposium of the Orion Center for the Study of the Dead Sea Scrolls and Associated Literature</i> (ed. G.A. Anderson, R.A. Clements, D. Satran), Leiden 2013, pp. 133-183			
		4 "The Manifestations of God in the Midrashic Literature in Light of Christian Texts"	<i>Tarbiz</i> 81 (2013), pp. 103- 142 (in Hebrew)			
		5 "Affinity and Competition between Biblical Figures in Post-biblical Literature"	<i>Meghillot</i> 10 (2013), pp. 115- 135 (in Hebrew)			
		6 Metatron, God, and the "Two Powers: The Dynamic of Tradition, Exegesis, and Polemic	<i>Tarbiz</i> 82 (2013), pp. 43-88 (in Hebrew)			
		7 "Body and Sin: Romans and Colossians in Light of Qumranic and Rabbinic Texts"	<i>The Dead Sea Scrolls and Pauline Literature</i> (ed. J.-S. Rey; STDJ, 102), pp. pp. 171-207			
		8 "The Fate of the Canaanites and the Despoliation of the Egyptians: Polemics between Jews, Pagans, Christians and Gnostics: Motifs and Motives"	<i>The Gift of the Land and the Fate of the Canaanites in Jewish Thought</i> (ed. K. Berthelot, J.E. David & M. Hirshman; Oxford: Oxford University Press; .66-111), 2014			

Table 9 - Research Activities - last 3 years

Name of faculty member, rank	Fields of research/ specialization		name of publication	published in (name of journal / publishing house)	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at, in the last 3 years	other (special positions, honors, prizes, etc)	number of research students
Israel Knohl, Full Professor	Priestly literature, Second-Temple-era literature, Theology	1	"Sacred Architecture: The Numerical Dimensions of Biblical Poems"	<i>Vetus Testamentum</i> 62 (2012)			0
		2	"Psalm 68: Structure, Composition and Geography"	<i>Journal of Hebrew Scriptures</i> 12 (2012).			
		3	"God's Victory over 'The Olden Gods': Theological Corrections in Deuteronomy 33.12, 27"	A. Brenner and F. H. Polak (eds.), <i>Words, Ideas, Worlds, Biblical Essays in Honour of Yairah Amit</i> , Sheffield 2012, 145-149.			
		4	"A Hurrian Myth in a late Jewish Text: Sepher Zerubavel"	G. Bohak, R. Margolin and I. Rosen & Zvi, (eds.), <i>Myth, Ritual and Mysticism</i> , Tel Aviv 2014, 73-84.			
		5	<i>Ha-Shem: The Secret Numbers of the Hebrew Bible and the Mystery of the Exodus from Egypt</i>	Tel Aviv: Dvir Press, 2012 (Hebrew book)			

Table 9 - Research Activities - last 3 years

Name of faculty member, rank	Fields of research/ specialization		name of publication	published in (name of journal / publishing house)	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at, in the last 3 years	other (special positions, honors, prizes, etc)	number of research students
Baruch J Schwartz, Associate Professor	Hebrew Bible / Composition of the Pentateuch, Biblical Law, Ancient Israelite Cult and Religion, Classical Prophecy, Medieval Exegesis	1	"How the Compiler of the Pentateuch Worked: The Composition of Genesis 37"	<i>The Book of Genesis: Composition, Reception, and Interpretation</i> , Vetus Testamentum Supplements 152; Leiden: Brill, 2012	2012-2013: Fellow, Institute for Advanced Studies: Group Leader, Convergence and Divergence in Pentateuchal Theory: Bridging the Academic Cultures of Israel, North America and Europe		3
		2	"The Contribution of Biblical Criticism to the Concept of mattan tôrâ Past and Present"	<i>Jewish Thought and Jewish Belief</i> ; Goldstein-Goren Library of Jewish Thought; Beer Sheva: Ben-Gurion University Press 2012			
		3	"miqrâ qodeš and the Structure of Leviticus 23"	<i>Purity and Holiness in Ancient Israel, Judaism, and Christianity</i> (Wissenschaftliche Untersuchungen zum Neuen Testament 305; Tübingen: Mohr Siebeck, 2013)			
		4	"The Pentateuch as Scripture and the Challenge of Biblical Criticism: Responses among Modern Jewish Thinkers and Scholars"	<i>Jewish Concepts of Scripture: A Comparative Introduction</i> , New York: New York University Press, 2012			

Table 9 - Research Activities - last 3 years							
Name and rank	Fields of research		name of publication	published in (name of journal / publishing house)	Bodies the faculty member is active at, in the last 3 years	other (special positions, honors, prizes, etc)	number of research students
Michael Segal, Associate Professor	Textual Criticism of the Hebrew Bible (including DSS and Ancient versions); Late Books of the Hebrew Bible; Apocrypha and Pseudepigrapha; Early Biblical Interpretation; Apocalypticism in the Second Temple Period	1	"Dreams, Riddles and Visions: Textual, Intertextual and Exegetical Studies of the Book of Daniel"	BZAW; Walter de Gruyter, accepted for publication	Editor, Hebrew University Bible Project	Father Takeji Otsuki Chair in Bible Studies	TOTAL: 6; MA Students: 4 (Shira Katz; Chaim Schwartz; Avigal Aravna; Aure Ben-Zvi). PhD students: 1 (Daniel Olariu). Visiting Postdoctoral Fellow: 1 (Elisa Uusimaki).
		2	"Rereading the Writing on the Wall (Daniel 5)"	Zeitschrift für Alttestamentliche Wissenschaft 125 (2013): 161–176	Head, Academic Committee, Orion Center for the Study of the Dead Sea Scrolls and Associated Literature (2015-); Member of Academic Committee since 2010	Head, School of Philosophy and Religions, Faculty of Humanities (2014-current)	
		3	"The Hebrew University Bible Project"	<i>Hebrew Bible and Ancient Israel</i> 2 (2013): 38–62	Advisory Board, Israel Antiquities Authority Dead Sea Scrolls Digitization Project	Chairman, Department of Bible (until 2013)	
		4	"Who is the 'Son of God' in 4Q246? An Overlooked Case of Early Biblical Interpretation"	<i>Dead Sea Discoveries</i> 21 (2014): 289–312		Co-Chair, Steering Committee, SBL Annual Meeting, Qumran Section (Member since 2008)	
		5	"The Dynamics of Composition and Rewriting in Jubilees and Pseudo-Jubilees"	<i>Revue de Qumran</i> 26/104 (2014): 555–578			
		6	"'For From Zion Shall Come Forth Torah...' (Isaiah 2:3): Biblical Paraphrase and the Exegetical Background of Susanna,"	<i>New Approaches to the Study of Biblical Interpretation in Judaism of the Second Temple Period and in Early Christianity: Proceedings of the Eleventh International Symposium of the Orion Center</i> (eds. G. Anderson, D. Satran, and R. Clements; Leiden: Brill, 2013), 21–39			
		7	"The First Patriarchs: Law and Narrative in the Garden of Eden Story"	<i>Rewriting and Interpreting the Hebrew Bible: The Biblical Patriarchs in the Light of the Dead Sea Scrolls</i> (eds. D. Dimant and R. Kratz; BZAW 439; Berlin: Walter de Gruyter, 2013): 77–100.			
		8	"The Genesis Apocryphon" (with M. Morgenstern)	<i>Outside the Bible: Ancient Jewish Writings Related to Scripture</i> (3 vols.; eds. L.H. Feldman, J.L. Kugel, and L.H. Schiffman; Lincoln: Jewish Publication Society/University of Nebraska Press, 2013), 237–262			

Table 9 - Research Activities - last 3 years

Name of faculty member, rank	Fields of research/ specialization		name of publication	published in (name of journal / publishing house)	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at, in the last 3 years	other (special positions, honors, prizes, etc)	number of research students
Nili Wazana, Senior Lecturer	Hebrew Bible in the light of Ancient Near East; History of the People of Israel in the Biblical Period; Bible and archaeology; Intellectual history (history of ideas - their origins and development) in the biblical period.	1	“For an Impaled Body is a Curse of God’ (Deut 21:23): Impaled Bodies in Biblical Law and Conquest Narratives”	<i>Forschungen zum Alten Testament 2</i> Reihe 54 (2012)	Archaeologies of Memory - research group, Mandel, Hebrew University, 2011-2013	Head of the Ministry of Education’s advisory academic committee for the study of Bible in Israeli high-schools since 2012	3
		2	“‘War Crimes’ in Amos’ Oracles Against the Nations (Amos 1:3 – 2:3)”	<i>Literature as Politics, Politics as Literature Essays on the Ancient Near East in Honor of Peter Machinist</i> , Eisenbrauns (2013)	Member of the board of <i>Vetus Testamentum</i>	Member of academic committee of The Dinur Center for Research in Jewish History, Hebrew University	
		3	“‘Everything Was Fulfilled’ versus ‘The Land That Yet Remains’: Contrasting Conception of the Fulfillment of the Promise in the Book of Joshua”	<i>The Gift of the Land and the Fate of the Canaanites in Jewish Thought</i> , Oxford University Press (2014)	Editor of <i>Shnaton: An Annual for Biblical and Ancient Near Eastern Studies</i> published by the Institute of Jewish Studies, Hebrew University (Vols 21-23; (24 in preparation)	Academic head of graduate program on “The Bible and the Ancient Near East”, at Rothberg School for Overseas Students, Graduate Division	
		5	“Enemy at the Gates: The Phenomenon of Fortifications in Israel Reexamined” (co-authored with Doron Ben-Ami)	<i>Vetus Testamentum</i> 63 (2013): 368–382			
		7	“Joshua”	<i>The Jewish Study Bible</i> 2nd ed. Oxford University Press (2014)			
		8	<i>All the Boundaries of the Land: The Promised Land in Biblical Thought in Light of the Ancient Near East</i>	Eisenbrauns (2013)			

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

Shimon Gesundheit:

- Member of the international research group “Convergence and Divergence in Pentateuchal Theory: Bridging the Academic Cultures of Israel, North America, and Europe” at the Institute for Advanced Studies of The Hebrew University of Jerusalem (2012–2013)
- Jury member, Memorial Foundation for Jewish Culture (2011–present)
- Editorial Board, *AThANT* monograph series (“Abhandlungen zur Theologie des Alten und Neuen Testaments, Theologischer Verlag”), Theologischer Verlag: Zürich (2003–present)
- Editorial Board, *IECOT* (“International Exegetical Commentary on the Old Testament”), Kolhammer (Stuttgart, Germany) and Eisenbrauns (Indiana, US) Publishers (2004–present)
- Jury member, “John Templeton Award for Theological Promise” – A cooperation of the [John Templeton Foundation](#) and the Research Center of International and Interdisciplinary Theology, University of Heidelberg, Germany (2005–present)
- Member, “Global Network of Research Centers for Theology, Religious and Christian Studies” (2009–present)
- Editorial Board, *Journal of Biblical Literature* (2014–present)

Ronnie Goldstein:

- Fellow, The Tikvah Center for Law & Jewish Civilization, New York University (2013–2014)
- Editorial Board, *Shnaton – Annual for Biblical and Ancient Near East Studies* (2001–present)

Baruch Schwartz:

- Editorial Board, *Brown Judaic Studies* (2001–present)
- Editorial Board, *Hebrew Studies* (2007–present)
- Editorial Board, *Moed* (2007–present)
- Editorial Board, *Journal of Biblical Literature* (2012–2014)
- Editorial Board, *SHNATON An Annual for Biblical and Ancient Near Eastern Studies* (2012–present)

- Steering Committee, Society of Biblical Literature Pentateuch Section (2003–2007)
- Steering Committee, Society of Biblical Literature Law Section (2008–2014)

Michael Segal:

- Hebrew University – Humboldt University (Berlin) Cooperation Grant — Joint Project with Prof. Dr. Bernd Schipper (and Harvard University). Topic: Scribal Hermeneutics and Literary Development in Ancient Judaism (2013–2015)
- Steering Committee, Society of Biblical Literature Annual Meeting, Qumran Section (Co-Chair 2015–)
- Steering Committee, Society of Biblical Literature Annual Meeting, Daniel Consultation
- Steering Committee, Society of Biblical Literature International Meeting, Apocrypha and Pseudepigrapha Section
- Executive Committee, International Organization for Septuagint and Cognate Studies (until 2013)
- Editorial Board, *Zeitschrift für Alttestamentliche Wissenschaft*
- Editorial Board, *Journal of Ancient Judaism* Supplement Series
- Editorial Board, *Journal for the Study of Judaism in the Persian, Hellenistic and Roman Periods* (Journal and Supplement Series)
- Advisory Board, *Historical and Theological Dictionary of the Septuagint*
- Area Editor, “The Biblical Text in Ancient Literature” in *Textual History of the Bible* Project (to be published by Brill, Leiden)
- Advisory Board, *Henoch*
- Board of Advisors, Dead Sea Scrolls Foundation

Nili Wazana:

- Editorial Board, *SBLAIL* (Society of Biblical Literature, Ancient Israel and its Literature, 2008–2012).
- Advising committee member for the field of Bible and the ancient Near East in the Humanities & Social Sciences, *Israel Science Foundation*, 2012; 2015.
- Editorial Board, *Vetus Testamentum*, 15.5.09 – present
- Initiation and academic advising committee member, *Et-Mikra*, an on-line journal for biblical studies, initiated and funded by the Center for Educational Technology <http://www.etmikra.cet.ac.il/> 2013 – present.
- Reader of MA thesis submitted to the University of Melbourne, entitled: Jezebel: The Middle Road Less Taken, by Kendall Reilly, (advisor Antonio Sagona), January 2015.

- Lecture at the seminar of Bible, Yad Ben-Zvi, 2013; 2014; 2015.
- Academic advisory committee member, Society of Bible of Israel's President 2008–2011.
- Head of the Ministry of Education's advisory academic committee (ועדת מקצוע) for the study of Bible in Israeli high-schools. 2012-present.
- Academic advisor, Center for Educational Technology for textbooks on the books of Joshua–Judges (2012–13), and Genesis (2013–14).

E. Please detail the research infrastructure of the study program: research laboratories, research centers, specialized equipment and budget for maintenance (level and sources of funding)

N/A.

F. Is there a commercialization unit in the institution? Briefly describe its function: number of patents registered and where have they been registered. What is the intellectual property policy of the institution in relation to the specific department?

N/A.

G. Which journal ranking does the department relate to when evaluating faculty publications? If the department or institution has its own scale (not international) or another method for evaluating (e.g. peer review) please provide a brief description (and the ranking list if exist).

The Bible Department and the Humanities Faculty do not judge journals according to a standard ranking.

H. In summary, what are the points of strength and weakness of the research?

For strengths, see above (“Special strengths and uniqueness in research” section). Regarding weaknesses, we believe that the department suffers from a severe lack in human resources, both in comparison with its illustrious history and relative to its cultural and national significance. Progress on this front cannot be made unless the state and university decide to reprioritize Bible research and teaching, thus allowing Hebrew University’s Bible Department to fully realize its potential.

Chapter 6 – Infrastructures

- A. Location:** the campus where the study program is taught (does the institution operate 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 Bible study program is offered on Hebrew University's Mount Scopus campus in Jerusalem.

- B. Where the unit is physically located in the institution, in which building, and where does the study program under evaluation operate? Do other study programs share the building?**

Classes are held primarily in the Humanities building, with some seminars taking place in the Jewish Studies (Rabin) building on the same campus. Both buildings are shared with other departments. Through 2015, the offices of Bible faculty were in the Humanities building, as of the 2015–2016 academic year, the Bible faculty will have moved to offices in the Jewish Studies building.

- C. Describe the overall physical infrastructure that serves the unit and the study program under evaluation. Please refer to classrooms, computerization, administrative and academic faculty offices; to what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?**

The Bible Department shares classrooms with the rest of the Humanities Faculty (in the case of the Humanities building) and the various Jewish Studies programs (Jewish Studies building). Most of these classrooms are equipped with whiteboards, computers, and projectors. These facilities are adequate for the Bible Department's purposes.

- D. Laboratories:** what laboratories serve the program, who uses them, how are they equipped, and how many seats do they have?

N/A.

- E. A list of special equipment and other relevant materials may be added to this section.**

N/A.

Library and Information Technology (IT)

- A. Describe the library including computerized databases which serve the students and teaching staff of the study program, its strengths and weaknesses.**

The Bloomfield Library for the Humanities and Social Sciences serves the students in our department well, with its comprehensive Bible section and many subscriptions to relevant journals. In addition, students can access numerous online databases, including JSTOR, EBSCO, MUSE, and many others. Computers are available on campus for student use, and students can also access the various databases remotely from their personal computers.

- B. Accessibility: Do the institution and the study program take steps to enable the convenient access of the 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?**

Most classrooms and offices in the Hebrew University are accessible to mobility-impaired individuals. In addition, there is a Learning Center for the Blind (מרכז לעוור) on campus, which provides sight-impaired students with audiobooks (including several academic publications), as well as assistance with examinations and other services. Of course, there remains much room for improvement on this front. For instance, more publications could be made available in audio, braille and digital formats, and more human resources could be devoted to assisting students in need of greater accessibility.

- C. In summary, what are the points of strength and weakness of the physical infrastructure?**

See above.

National Infrastructures

- A. Is there a need for facilities that can serve the evaluated field on a national level, such as unique labs, research centers, libraries etc. and if so, please describe the need and the added value for their development on a national level.**

The primary national facilities necessary for research within the Bible Department are libraries. These libraries — especially the National Library — must be kept current, and they must subscribe to the various relevant for-pay database services as they become available.

- B. Operating national infrastructures: how accessible are the services (prices, enrollment, usage, etc.)?**

The Bible department has no unique need for infrastructures on a national level beyond those provided by the National Library at the Givat Ram campus of the Hebrew University. These are accessible and free of charge for all our students, though there is always room for improvement in the domains of acquisitions and subscriptions.