

# **The Hebrew University of Jerusalem**

The Department of Talmud and Halakha

The Self-Evaluation Report

September 2015

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## Executive Summary

- A short summary of the main strengths and weaknesses that were pointed out in the self-evaluation process.
  - A short description of the actions the Institution, the Parent Unit and the Department are going to take in order to improve the weak points that were found.
  - A brief summary of the extent to which the Study Program has achieved its mission, goals and learning outcomes, and whether the outcomes comply with its mission statement.
  - Are the Institution, Parent Unit and Department satisfied with the outcomes of the Study Program?
- 
- The Hebrew University Talmud Department is the world leader in the classic style of research which emphasizes the historical and philological study of Talmudic texts in all their variety. The course of study prepares students and future scholars in the full breadth of the relevant textual corpora. The department has a glorious history of research beginning with the founding of the Hebrew University and continues in the footsteps of the outstanding scholars who taught in it in the past. Research conducted in the department is at a very high level and quite influential. The department's teachers have earned prestigious national prizes (six Israel Prizes and three Emet Prizes), and in the many years of its operation the department has developed scholars who currently serve the Hebrew University and other universities in Israel and throughout the world. The department's teachers are world leaders in their areas. In addition to teaching and individual research, the department's researchers participate in major research projects outside the department (the Bible Project at Hebrew University, the Friedberg Cairo Genizah Project, Friedbergs' "hakhi garsinan" project, the Institute for Microfilmed Hebrew Manuscripts at the National Library of Israel, and the European Genizah Project), which also serve as scholarly training grounds for students. Because the scientific interests of the department are concentrated around a literary corpus, the teachers' research tends towards interdisciplinary directions, and the active staff members have connections to other disciplines such as Bible, Hebrew language, history and Jewish thought. Advanced students receive training in research methods and produce outstanding dissertations. The percentage of students in the department who receive prestigious fellowships is much higher than their proportion in the Faculty of Humanities. The course of study in the department, and the instruction in its courses, maintain a high and challenging level. The restricted size of the department permits great flexibility in accommodating the program of study to the needs and abilities of each student, as well as a close personal connection between faculty and students.
  - The Talmud Department occupies a central place in the Institute of Jewish Studies in terms of teaching and research. Scholars in other departments of the Institute and of the Faculty of Humanities generally receive part of their training in the Department. The Department had decisive influence on research concerning the Cairo Genizah and manuscripts of Talmudic literature in their manifold branches, especially in Europe.
  - Research and teaching in the department influence the teaching of Talmud in schools and colleges, as well as in the non-academic Torah world. Graduates of the department who teach in non-religious schools and in traditional Torah institutions bring the department's mode of research to their institutions. Yeshiva students and rabbis who have studied in the department influence their original surroundings, inter alia in their rabbinic publications. Several graduates of the department

serve in leadership roles in various areas, and their studies in the department have clearly influenced their perception of the legacy of the Talmud. In this way the department serves as a bridge to non-academic social milieu, both secular and traditional, including the ultra-Orthodox world which has supplied several of our finest students.

- This description of the strengths of the department has been accurate until now. At present we are not at all sure that they will continue into the future. The last years have seen worrying changes which cast doubt on the ability of the department to continue in its path, primarily because of the very worrying reduction in the number of students and faculty members.
- The department's weaknesses are primarily quantitative; the small number of students (especially at the B.A. level) and the decreasing number of faculty members. The Talmud Department has always been small, with the total number of students never rising above a few dozen. This is mostly a result of the demography and sociology of Talmud study in Israel and of the school curriculum. Students who studied in non-religious state schools and had no exposure to Talmud are naturally not drawn to study Talmud at university; while alumni of the religious school system are generally attracted to the non-academic study to which they have been exposed, and are often wary of a critical approach to the Talmud. Most students who wish to study Talmud therefore do so in the setting of one of the many yeshivot of various stripes available in Israel. The Talmud Department's situation is therefore fundamentally different from that of other humanities departments, which build on a broad foundation of study of their subjects in the school system, and in which the university provides virtually the only avenue of advanced study. Despite this, a thin but steady stream of excellent students who were drawn to the department's mode of study, mostly from relatively progressive yeshivot, supplied the department until a few years ago. Recently this stream had dried up, for reasons which are not clear. We do not yet know if this is a passing phenomenon or a systemic change. It may also be influenced by the narrowing of curricular offerings due to the reduction in the number of faculty members (see below). The level of applicants, in terms of their prior knowledge of Talmud, has also declined. Repeated and varied attempts which we have made over the last several years have not substantially changed this situation. In addition, the tradition of the department, which was geared to producing scholars, was well suited to our traditional students but is less attractive to students who do not intend to pursue scholarly careers. It may be that the department's elitist image distances students who do not see themselves as belonging to this scholarly cadre. We are very sensitive to this change in the student body, and over the last several years have made changes in the department's message and admissions policy. We also try to offer more flexible and individualized programs suited to each student's ambitions.
- The small number of students also makes it impossible to open a program for training Talmud teachers, and in this way we miss out on additional students who might have been interested in such a program. Because Talmud (unlike Bible) is not part of the curriculum in non-religious state schools, there is no possibility of establishing a program like "Revivim" which operates within the Bible Department.
- The declining number of faculty members is becoming an acute problem. Three professors have retired in the last few years, and beginning next year the department will have only 2.5 regular faculty slots. This has a critical impact on the possibilities for instruction within the department and on the course of study. The shortage of regular faculty positions makes it impossible to offer an independent program of study and to offer students a minimum of choice in courses and lecturers in central areas. It is not only a matter of quantitative limitations in the teaching staff, but also of a worrying contraction in teaching and mentoring in important areas, in which the retiring teachers

are the leading experts (halakhic midrashim, Geonic literature). In this situation it will be very difficult, if not impossible, to maintain the curriculum required by the department. The program is already minimalistic and far from the academic ideal of a structured program which offers choice and variety in each subject area. In order to approach this ideal the department needs two additional faculty positions; the addition of one position would make it barely possible to maintain a shrunken and minimal program.

- Several areas of teaching are not sufficiently developed, and a full, high-quality program would develop them further. These include the literature (exegetical and halakhic) of the aharonim, history of Halakha, theology, and integration with other disciplines. In the current state of the department we cannot develop these areas and must restrict ourselves to the classical areas which are most crucial for training students and scholars.
- The department has undertaken several initiatives to attempt to increase student numbers. It offers particularly attractive terms to B.A. students: In the first year of studies each student is mentored by an advanced student in order to help him or her overcome the initial difficulties of integrating into the department's regular program. The department grants scholarships to its students, and almost every year most students receive a scholarship. (Unfortunately, our ability to offer scholarships is also on the decline.) The department offers a special course to high school students. This is a completely academic course for which the students receive credit. In this way we hope to create greater awareness of the department among secondary students and to attract them to continue their studies in the department after their military service. We have obtained a small grant from the Rothschild Foundation to investigate options for offering this course, and it is possible that in the future this model will be pursued by other departments with the support of the Foundation. The department participates actively in the Faculty's program of following up on registrants.
- We take several steps in order to broaden the restricted course offerings: we are assisted by courses taught by professors emeriti on a volunteer basis; we cite, to the extent this is possible, courses from other departments; and students are individually advised to take appropriate courses in other departments.

The department is very active in the Faculty's initiative to create an integrative course of study in the Institute of Jewish Studies. According to this plan, all the departments in the Institute of Jewish Studies will retain their autonomy within a solid collaborative framework. This plan, if adopted, will add a strong dimension of breadth and enrichment to our course of study. In addition to the change in principle to the structure of studies in the department, which may suit more students, the new program will provide all students in the Institute of Jewish Studies with a broader initial exposure to all departments, including the Talmud Department. We hope this program will lead to a substantial increase in the number of students who will choose to study in our department. The program is currently in advanced stages of development, in cooperation with the other departments of the Institute of Jewish Studies and the Faculty of Humanities. We anticipate that it will be completed and approved by the time the visiting committee arrives.

- The above applies also to the goals of instruction. In previous years the department succeeded in realizing its goals. Despite the relatively small number of students, the great majority continued their studies for advanced degrees. Because of the professional training they received in the department, many became leading scholars. Some occupy positions in academic institutions, in the university and elsewhere, and others occupy important positions in schools and yeshivot. This has been the situation in previous years. Alongside the steps described above which the department is taking, we need at least two more faculty positions in order to continue this impressive success into the future.

## 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 Interuniversity 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 more than 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 38 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

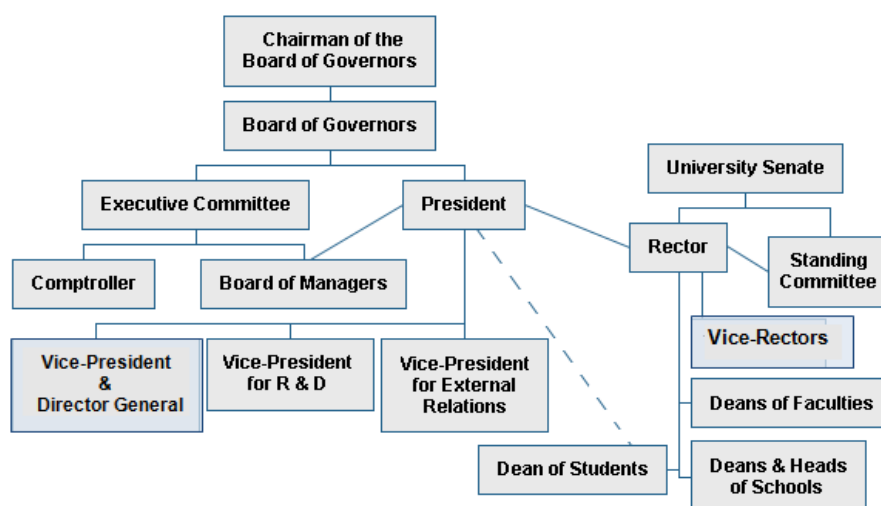
The Hebrew University has set as its goals the training of public, scientific, educational and professional leadership; the preservation of and research into Jewish, cultural, spiritual and intellectual traditions; and the expansion of the boundaries of knowledge for the benefit of all humanity.

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 Warman             |
| 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. Mimi Ajzenstadt         |
| 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:

**Number of students at The Hebrew University 2014**

|                         | BA    | MA           |          | Ph.D. | Total |
|-------------------------|-------|--------------|----------|-------|-------|
|                         |       | non-research | research |       |       |
| Humanities              | 2048  | 645          | 519      | 467   | 3679  |
| Natural Sciences        | 2387  | 42           | 592      | 547   | 3568  |
| Law                     | 1041  | 402          | 48       | 76    | 1567  |
| Medicine                | 1921  | 85           | 358      | 461   | 2825  |
| Dental Medicine         | 211   |              | 60       | 34    | 305   |
| Business Administration | 917   | 496          | 13       | 32    | 1458  |
| Social Sciences         | 1359  | 666          | 444      | 316   | 2785  |
| Agriculture             | 1477  | 67           | 346      | 295   | 2185  |
| Social work             | 248   | 79           | 424      | 58    | 809   |
| International School    | 109   |              |          |       | 109   |
| Total                   | 11718 | 2482         | 2804     | 2286  | 19290 |

In addition, there were 887 students studying Medicine, Dental Medicine, Pharmacy and Veterinary for a Doctor in Medicine degree; and 569 students studying in the Preparatory year or for a Teacher's Certificate.



## **The Parent Unit Operating the Study Programs under Evaluation<sup>1</sup>**

### **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 M.A. degrees being awarded in 1931 and the first Doctorate in 1936. In 1949, courses leading to the bachelor's degree were introduced and the first of these were awarded in 1953. In 2006 the Gager Committee was appointed to evaluate the structure and the mission of the Faculty. The Gager Report resulted in a number of reforms. Today, a decade later and after multiple changes in the fortunes of Humanities education broadly in Israel (parallel to the approval of dozens of colleges across Israel that rarely offer a Humanities curriculum), the Faculty of Humanities is in the process of a second wave of reforms, under the Faculty Renewal Plan. At the same time, a major development has been the creation of the Jack, Joseph and Morton Mandel School for Advanced Studies in the Humanities, begun in 2011/12 and completed this year, now functioning effectively as a graduate school for the Faculty of Humanities, a Center of excellence for graduate (MA and PhD) and post-graduate studies, 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, philosophy, religion and history. The scope of this scholarly activity is divided into four broad cultural areas: 1) Jewish civilization from its origins in the ancient Near East, through its manifestations today in Israel and the Diaspora; 2) the peoples and cultures of the Middle East, from the origins of recorded human existence, through the great civilizations in antiquity, the emergence of Islam and to the present day; 3) Western civilization, from the Classical period in the Mediterranean region, through the emergence of modern Europe and its cultural descendents in the Western Hemisphere; and, 4) the cultures in

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<sup>1</sup> In this chapter, please relate to the broader organizational framework in which the evaluated study program operates. If there is no such framework, please note it. Then answer paragraph 2.5 and 2.6 (only), and then move on to chapter 3.

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.

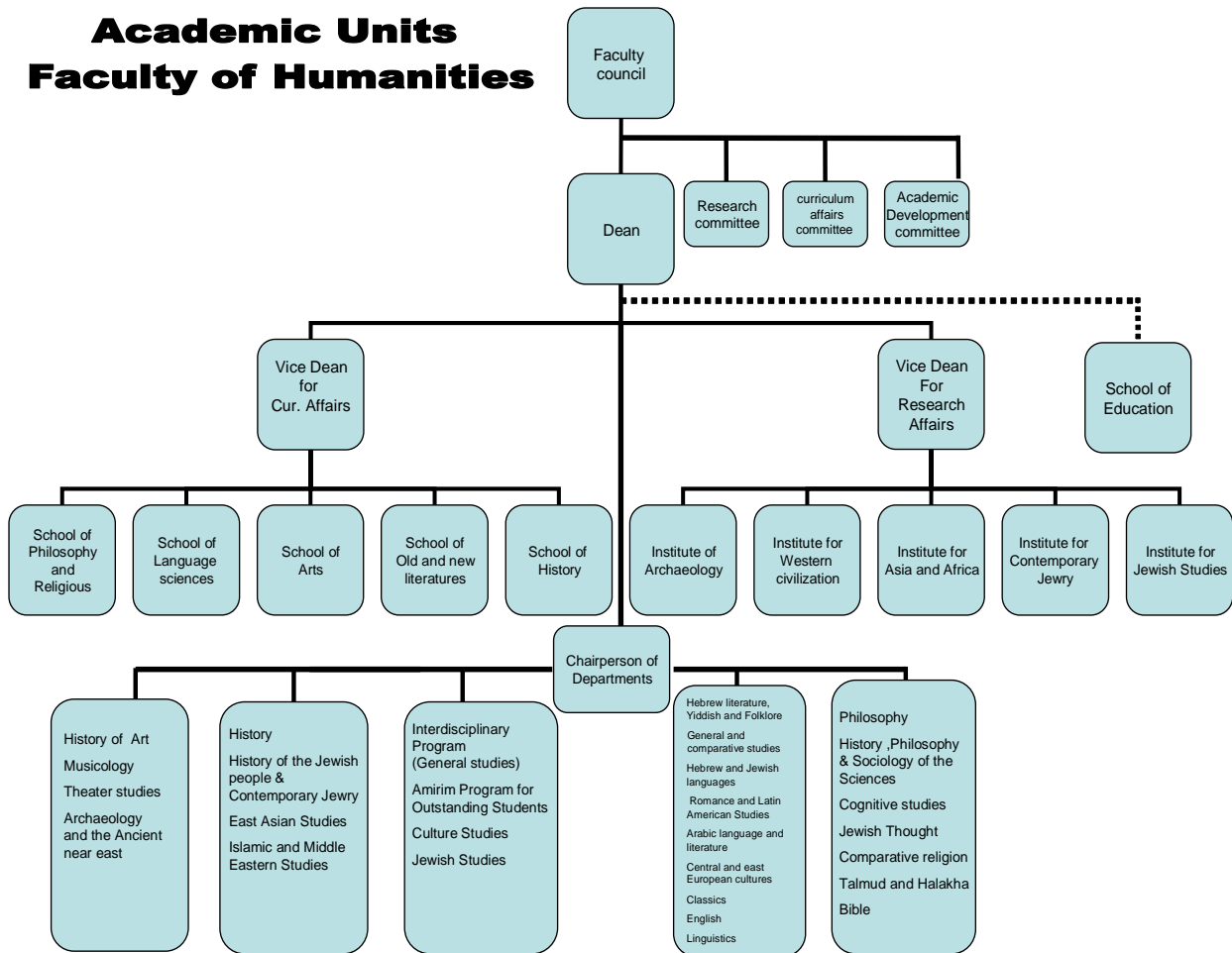
C. Description and chart of the unit's academic and administrative organizational structure (including relevant committees).

Teaching in the Faculty is organized in some twenty specialized departments that are further concentrated (since the implementation of the Gager report of 2006) 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.

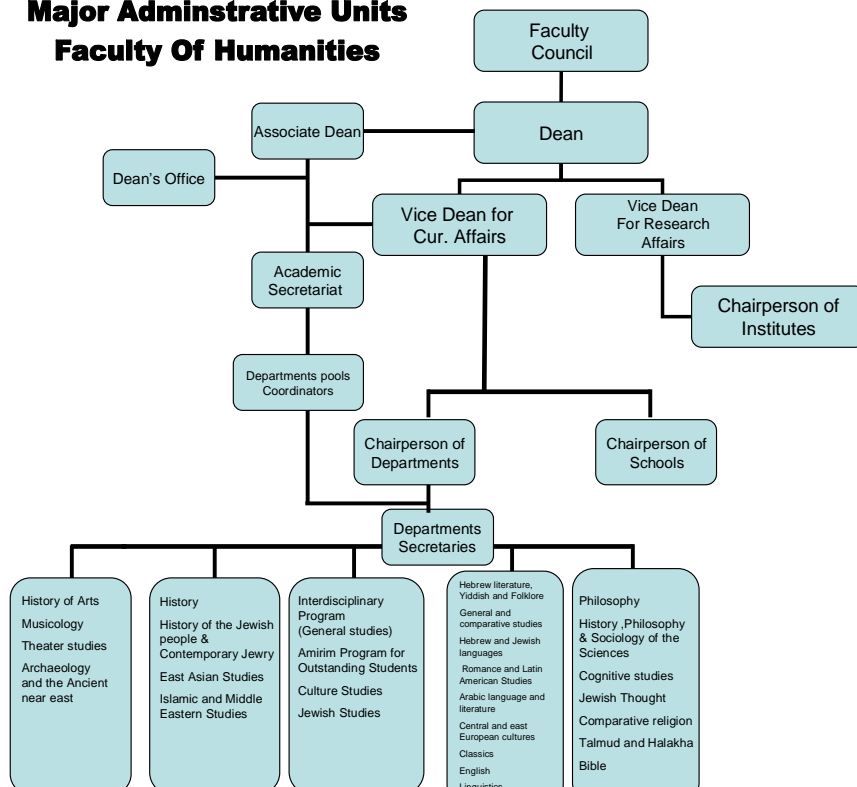
While much of the research in the Faculty is conducted by individual faculty members, often with support from outside research funds, much important research work is also conducted in and by some thirty research centers and major projects in the Faculty. Research activities, both of the centers and of 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.

Following the lessons of the last decade, the present Faculty Renewal Plan is considering alternative structures for grouping together the various teaching programs and units in the Faculty. These possible alternatives include the possibility of joining the departments studying Jewish civilization and history into one unit that provides unity of both research and teaching. (Today the Mandel Institute of Jewish Studies is devoted solely to research.)

## 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](mailto:dror.wahrman@mail.huji.ac.il)

Vice Dean for Research – Professor Yfaat Weiss

[yfaat.weiss@mscc.huji.ac.il](mailto:yfaat.weiss@mscc.huji.ac.il)

Vice Dean for Teaching Affairs – Professor Yuri Pines

[yuri.pines@mscc.huji.ac.il](mailto:yuri.pines@mscc.huji.ac.il)

Associate Dean – Ms. Rachel Elyasyan

[rachele@savion.huji.ac.il](mailto:rachele@savion.huji.ac.il)

Academic Secretary – Ms. Rita Vidri

[ritab@savion.msc.huji.ac.il](mailto:ritab@savion.msc.huji.ac.il)

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

| Department                                      | B.A. | M.A. | Ph.D. |
|---|------|------|-------|
| <b>School of Language Sciences</b>              |      |      |       |
| Linguistics                                     | X    | X    | X     |
| Hebrew and Jewish Languages                     | X    | X    | X     |
| <b>School of Philocophy and Religion</b>        |      |      |       |
| 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     |
| <b>School of History</b>                        |      |      |       |
| History   | X    | X    | X     |
| East Asian Studies                              | X    | X    | X     |
| History of the Jewish                           | X    | X    | X     |

|  |   |   |   |
|--|---|---|---|
| People and Contemporary Jewry  |   |   |   |
| Islamic and Middle Eastern Studies   | X | X | X |
| <b>School of Arts</b>  |   |   |   |
| Theater Studies  | X | * | X |
| Program in Conjunction with the Jerusalem Academy of Music and Dance (B.A. Mus/M.A. Mus) | X | X |   |
| History of Art   | X | X | X |
| Musicology   | X | X | X |
| Folklore and Folk Culture Studies  |   |   |   |
| <b>School of Literatures</b>   |   |   |   |
| 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 |
| <b>Archaeology and the Ancient Near East</b>   | X | X | X |
| <b>Combined and Special Programs:</b>  |   |   |   |
| 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, B.A.+M.A.)                        | X | X |   |

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

### **Names of Degrees**

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

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

Doctor of Philosophy (דוקטור לפילוסופיה).

For student numbers: See Appendix: Table 3A.

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

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

- E. 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.

F. 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 Talmud is affiliated with the Faculty of Humanities, and comes under its general academic and administrative aegis. The Faculty of Humanities allocates 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. In the present Faculty structure, now under review, the Department of Talmud is represented in the Faculty's institutions in two ways – as part of the School of Thought, whose head sits on the Faculty's Development Committee and Teaching Committee; and for research purposes in the Mandel Institute for Jewish Studies. 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.

The Faculty of Humanities recognizes the unique importance of the Department of Talmud at the Hebrew University, both as a leading force in this field worldwide, and as a key element in our Jewish Studies programs. The curriculum of the department is now being reviewed for renewal and improvement, together with the rest of the Faculty's programs. As part of this review we are considering strengthening its relationship with the curricula of the other Jewish Studies departments. The Faculty also recognizes the personnel needs of the Talmud Department, exacerbated by recent retirements: they will be addressed once our renewal plan is complete.



## Chapter 1 - Study Programs: Goals, Structure, Contents and scope of the Study Programs/ Department

- G. 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.

The name of the department: "The department of Talmud and Halakha"

The Talmud Department is one of the first departments to have been established at the inception of the Hebrew University in 1925. Its founder, Jacob Nahum Epstein, profoundly influenced the nature of Jewish studies generally and of Talmudic research specifically, in Israel and worldwide. During its many years of operation the faculty of the department included the leading practitioners of Talmudic research: Prof. H. Albeck, Prof. E.E. Urbach, Prof. E.S. Rosenthal, Prof Sh. Abramson, Prof. H. Dimitrovsky, Prof. I. Ta-Shma and Prof. Y. Sussmann. These great scholars built up the tradition of study and the areas of research strength of the department: the various branches of tannaitic literature; the Talmuds, their redaction and transmission; the halakhic literature of the Geonim and medieval authorities; the beliefs and opinions of the sages. Over the years there have been changes in the centers of the gravity of the department, primarily in connection with the leading figures who taught in it and the areas of research that they developed; but these changes mostly affected research centers connected with the department and the directions pursued by advanced students, rather than the basic course of study in the department.

- H. 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?

The goals of instruction in the Talmud Department are to transmit knowledge and a deep understanding of the Talmudic literature and Talmudic culture, create an intimate familiarity with the primary sources and critical scholarship on them, and to train young scholars of the various branches of Talmudic literature. This is a broad and extremely complex literature, including numerous genres, and research in it demands a deep familiarity with the texts and the means of treating them. This literature includes the Mishnah, the Tosefta, the Babylonian and Palestinian Talmuds, the halakhic and aggadic midrashim, and the exegetical and halakhic literature of the Geonic period and the middle Ages. The mode of study is profoundly textual, and is based on philological and literary methods which have been refined and crystallized in the department's teaching and research. We firmly believe that philological criticism of the text and study of its contents are inextricably interwoven; reliable textual examination is the correct and stable basis for the study of the texts and their contents, and the first step in any literary, historical or content-oriented research based on the texts. This mode of study creates well-founded connections between the ancient texts and modern intellectual concerns. Critical textual investigation is also important for contemporary Jewish thought, especially in Israel, because it is this type of study which presents an alternative on the one hand to fundamentalist readings of the texts and on the other hand against undisciplined and baseless speculation, and both of these are spreading in some circles.

The department strives to communicate information and critical thinking in the following areas: the history of the texts – their formation, redaction and transmission; the history of Talmudic Halakha; the spiritual and cultural world of the Talmudic sages and its connections with earlier Jewish world views (in the Bible, apocryphal and Hellenistic literature, and the halakhic and exegetical literature from Qumran) and with surrounding cultures; and the main lines of development of medieval halakhic literature.

The students' training is accomplished by study of primary and secondary sources, in introductory courses, in courses devoted to the reading of sources and critical assessment of research, and in courses devoted to analysis of specific topics in the sources. The students must acquire the research tools as well as the exegetical and research intuitions required in order to grapple with the many problems encountered in reading the Talmudic sources, in order to arrive at an understanding of these sources and an appreciation of the complex world of the Talmudic sages. All the courses emphasize the critical discipline which alone enables us to arrive at broader conclusions. On the basis of the knowledge and abilities acquired during B.A. studies, the M.A. training concentrates on pure research seminars and practice in conducting research, as preparation for the student's independent research (M.A. theses and doctoral dissertations).

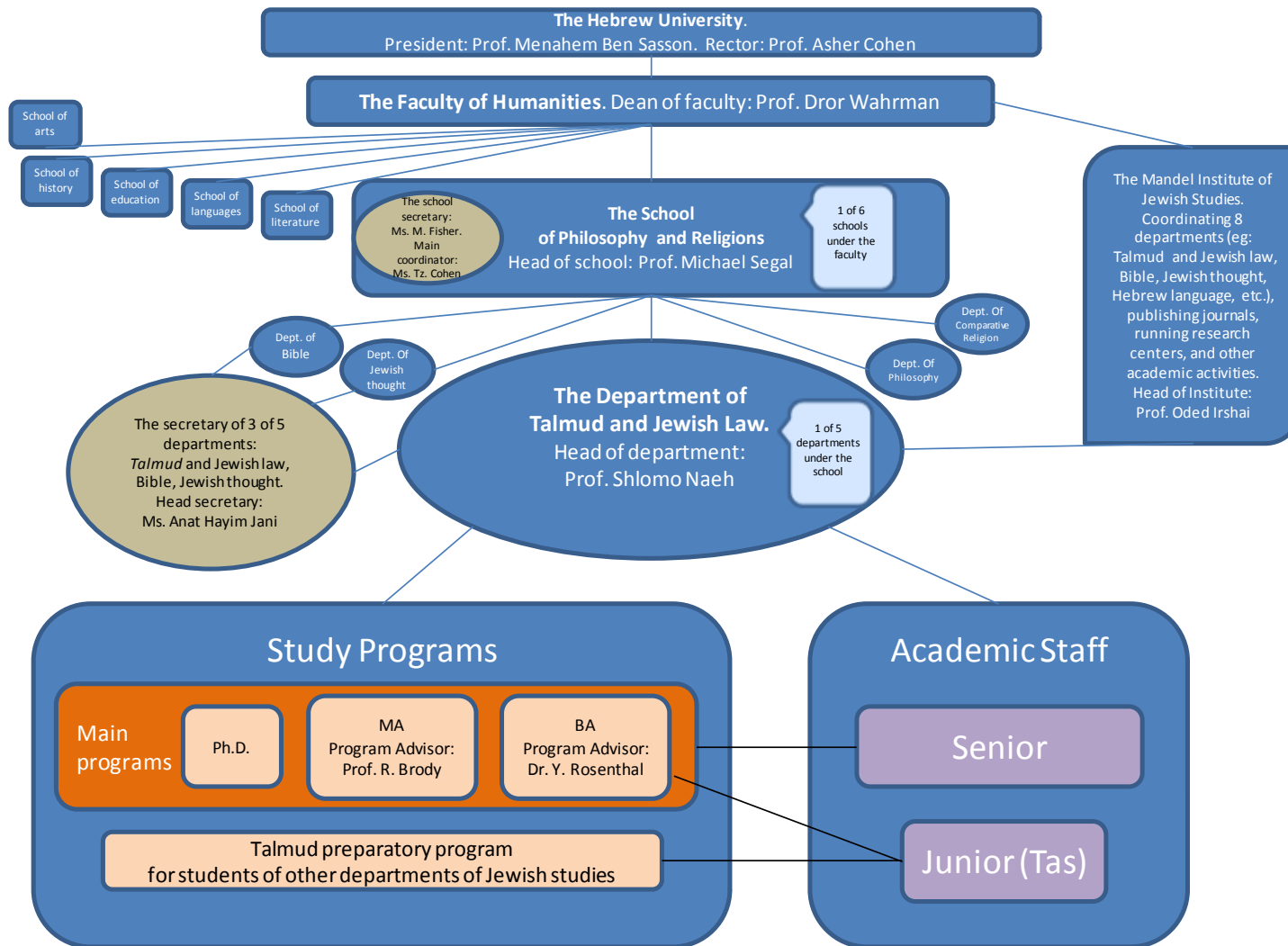
The course of study is organized around four areas which each student, whether B.A. or M.A., must cover: (1) tannaitic literature (Mishnah, Tosefta, halakhic midrashim); (2) amoraic literature (Babylonian and Palestinian Talmuds, aggadic midrashim); (3) medieval rabbinic literature (Geonic and later medieval literature in its various branches); (4) the world of the sages (aggadah, Second Temple literature, history of Halakha and the beliefs and opinions of the sages). Introductory courses, reading courses and seminars are offered in each of the first three areas. In "the world of the sages", aside from courses in midrash and Second Temple literature, a variety of courses are offered depending on the possibilities available each year (e.g., on the culture of learning of the sages, intercultural connections, Talmudic realia, midrash and liturgical poetry). Some of these courses are cited from other departments (including all courses on Second Temple literature, since the Talmud Department does not have a position dedicated to this area). In each area course requirements differ, but in general students must invest significant efforts in preparing for each meeting, including precise preparation of texts and additional readings, written assignments and a final assignment which, from the second year of study onwards, is usually a paper which requires drawing lessons of methodology and content and applying them to new texts.

The first-year course in the Babylonian Talmud is required. This is a basic course which provides necessary preparation in the modes of reading, analysis and writing which will be required of students in the course of their studies in this central area. All other courses are "required choices": each student must choose from among these enough courses to satisfy requirements in each of the areas of study in the department, with a basic specialization in one area. This requirement reflects the understanding that study in any one area requires a good level of familiarity with all the others. This situation is not ideal and is a product of the restricted number of faculty members. In addition, the students are required to take courses in basic skills: bibliographical guidance, language courses (rabbinic Hebrew and dialects of Aramaic) and foreign languages. In order to complete a meaningful degree the student must study and complete the requirements described above out of interest and a serious investment of energy, and develop a capacity for thinking critically, independently and creatively. The student's investment is expressed in written assignments, especially seminar papers, but also in preparation for and participation in classes and in the pursuit of knowledge outside the classroom setting.

The department encourages its students to develop interdisciplinary abilities and to pursue studies in neighboring disciplines (Hebrew and Aramaic; classics; history; late antiquity). In general, students who enroll in the department have prior Talmudic knowledge, sometimes very considerable. Some of the students also have some rudimentary experience of critical study, whether acquired in high school or other frameworks or as autodidacts. Another important source of students for the department is yeshiva students who want to acquaint themselves with critical research and study of the Talmud which they know from a traditional standpoint. The mode of Talmud study in most traditional frameworks is not critical; students who come to the department from such frameworks have good skills in Talmud reading and are anxious to acquire critical methodology and become familiar with the full range of Talmudic literature and make excellent students, but are beginners in terms of assimilating critical methods. Another source of students is society at large, as in all departments in the Faculty. These students too are highly motivated but lack previous training in reading the texts. The department's courses were designed primarily for the first type of student, and the emphasis in them is on teaching critical methodology and perspective rather than primary skills in reading difficult texts. Students of the second type receive personalized guidance which seeks to match courses to their degree of preparedness, and allows them to proceed at their own pace and maximize the benefit they receive from the department's offerings. These students' greatest difficulty is with the Babylonian Talmud, and in this area there are graded courses at five levels, from beginners (preparatory course) to the most advanced (M.A. seminar). Beginning with the current academic year, each new student is assigned a tutor to assist with any difficulties and ease his or her entry into the program of study. Because Talmudic literature is foundational to all later Jewish literature, courses offered by the Talmud Department attract a considerable number of students from other departments in the Institute of Jewish Studies.

- I. Provide a chart of the academic and administrative organizational structure of the departments and its study program/s (including relevant committees and names of senior administration).

**Chart of the Academic and Administrative Organizational Structure of the Department and its Study Programs**



- J. 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.

In order to clarify the meaning of the flow chart we offer some preliminary explanations of the structure of courses in the specific circumstances of our department.

Because of the limited number of course offerings, we cannot offer a separate series of courses for each year of study, e.g., we cannot offer the desired progression of "introduction – reading course – seminar" in each area of study. Because of the acute manpower shortage, introductory courses in the various areas can be offered only every 2-3 years rather than annually. As a result it may happen that a student will take the introductory course in a given area only in the third year of study, after completing several textual courses and perhaps even a seminar. This is a distortion of the ideal procedure, but in the difficult circumstances in which we find ourselves we are unable to offer the desired selection of courses in each year of study. Therefore, the only required course is the basic course in the Babylonian Talmud taken in the first year of study, the aim of which is to train beginning students in critical reading of the text, in habits of thought, in analysis of manuscript traditions, and in elementary analysis of the structure of Talmudic discussions. All other courses can be taken in any year of studies, with one restriction: first-year students cannot participate in seminars (although here too, because of the shortage of manpower, we allow outstanding students to participate in seminars in their second semester).

In the current situation, in which there is no systematic progression of courses from year to year, the students are required to complete a set group of courses in each of the four areas of study in the department (tannaitic literature, the Talmuds, the world of the sages and medieval rabbinic literature) over the course of their degree programs. Courses in each area are offered each year, in such a way that students can complete their requirements over three years, with a minimum of choice. In addition to completing these requirements, B.A. students are required to study rabbinic Hebrew and Talmudic dialects of Aramaic, to participate in bibliographic guidance and to pass competency exams. M.A. students are required to take an additional course in a Talmudic dialect of Aramaic and to pass two comprehensive exams.

In addition to the primary course of study, the department is responsible for preparatory courses in Talmud. These courses offer basic training for students without substantial prior knowledge, and are intended for students in other departments of Jewish Studies. The preparatory course for B.A. students is intended to give a basic familiarity with the Talmud, its language and mode of thought, and basic reading and comprehension skills. The preparatory course for M.A. students is intended to improve reading ability and to acquaint students with research and critical analysis of the Talmud. Several sections of the B.A. course and one section of the M.A. course are offered each year.

## Chart of the Study Programs

### BA

| Talmud as a primary track                          |   |   |   |  |  |
|--|---|---|---|--|--|
|  | The Tannaitic literature  | The Amoraic literature  | The world of the sages  | The Medieval Rabbinic literature                                 | Auxiliary studies  |
| <b>1<sup>st</sup> year</b>                         |   | The Babylonian Talmud (4 credits)                                       |   |  |  |
| <b>1<sup>st</sup>–3<sup>rd</sup> year</b>          | Introductions to the Mishnaic literature (2) and the Halakhic <i>Midrashim</i> (2); The Mishnaic literature (2) and the Halakhic <i>Midrashim</i> (2) | Introductions to the Babylonian (2) and Palestinian <i>Talmudim</i> (2) | Introductions to the Aggadic <i>Midrashim</i> (2); The 2 <sup>nd</sup> temple literature (2); The development of the <i>Halakha</i> or the Rabbinic thought (2) | The Geonic literature (4) and the <i>Rishonim</i> literature (4) | Bibliography guidance; The Mishnah language (2); Babylonian and Galilean Aramaic (2–4) |
| <b>2<sup>nd</sup>–3<sup>rd</sup> year Seminars</b> | The Tannaitic literature – <b>Seminar</b> (4)   | The Babylonian and Palestinian <i>Talmudim</i> – <b>Seminar</b> (8)     | The Aggadic <i>Midrashim</i> – <b>Seminar</b> (2);  | The Rabbinic literature – <b>Seminar</b> (4)                     |  |
| <b>General duties</b>                              | Proficiency examination (2); Two Seminar papers (no credits)  |   |   |  |  |
| <b>Total credits</b>                               | 8–12<br>8 required  | 16–18<br>16 required  | 8–16<br>8 required  | 12–14<br>12 required   | 6–8<br>6 required  |
| <b>Total credits</b>                               | 58  |   |   |  |  |

| Talmud as a Secondary track – Student who learns the primary track in another department or faculty  |  |                                 |                                  |
|--|--|---------------------------------|----------------------------------|
| The Tannaitic literature   | The Amoraic literature   | The world of the sages          | The Medieval Rabbinic literature |
|  | The Babylonian Talmud (4 credits)                                  |                                 |                                  |
| 6 credits from the main program  | 8 credits from the main program; Proficiency examination required. | 6 credits from the main program | 6 credits from the main program  |
| Specialization in one of the four areas, as in the primary program (6 more credits required)   |  |                                 |                                  |
| For a student who studies the main course in the faculty of humanities – 32–36 required;<br>For a student who studies the main course in another faculty – 44–48 required. |  |                                 |                                  |

MA

| Research track                              |  |                        |                        |                                  |   |
|---|--|------------------------|------------------------|----------------------------------|---|
|   | The Tannaitic literature   | The Amoraic literature | The world of the sages | The Medieval Rabbinic literature | Auxiliary studies and elective studies  |
| <b>1<sup>st</sup> – 2<sup>nd</sup> year</b> | 4 credits  | 4 credits              | 4 credits              | 4 credits                        | An advanced course in Aramaic (4); Elective studies (4) or a 3 <sup>rd</sup> foreign language |
| <b>General duties</b>                       | Specialization in one of the four areas (8)  |                        |                        |                                  |   |
|   | 2 final exams: in the expertise area and another area  |                        |                        |                                  |   |
|   | Advanced course (8 weekly hours) in second foreign language – ancient or modern – (no credits) |                        |                        |                                  |   |
|   | MA thesis  |                        |                        |                                  |   |
| <b>Total credits</b>                        | 28–32  |                        |                        |                                  |   |

| Non Research track                                    |                        |                        |                                  |  |
|---|------------------------|------------------------|----------------------------------|--|
| The Tannaitic literature                              | The Amoraic literature | The world of the sages | The Medieval Rabbinic literature | Auxiliary studies and elective studies                     |
| 4 credits   | 4 credits              | 4 credits              | 4 credits                        | An advanced course in Aramaic (4); Elective studies (8–10) |
| Specialization in one of the four areas (14–16)       |                        |                        |                                  |  |
| 2 final exams: in the expertise area and another area |                        |                        |                                  |  |
| 44  |                        |                        |                                  |  |

## **PhD**

6 Weekly teaching hours, at least, in the area of the research or in close areas, according to the decision of the advisor and the accompanying committee.

PhD dissertation.

## **The Secondary Study Program (Talmud Preparatory for Students of other Departments of Jewish Studies)**

### **BA**

|                                       |   |
|---------------------------------------|---|
| 1 <sup>st</sup> –3 <sup>rd</sup> year | Talmud Preparatory Course (4 weekly hours, 4 credits) |
|---------------------------------------|---|

### **MA**

|                                       |   |
|---------------------------------------|---|
| 1 <sup>st</sup> –2 <sup>nd</sup> year | Talmud Preparatory Course (2 weekly hours, 4 credits) |
|---------------------------------------|---|



- K. 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).

**Table 2 - The Study Program (for Students in the Department) – תשע"ה 2014–2015**

| Degree (BA, MA, PhD) | Specialization/ Track | Year in Program | Semester | Course Title  | Course Type<br>(required/<br>elective/<br>seminar/<br>workshop/<br>other) | No.<br>of<br>Credits | Prerequisites<br>for<br>Admission  | Weekly<br>Teaching<br>Hours | Weekly<br>Exercise<br>Hours | Weekly<br>Laboratory<br>Hours | No.<br>of<br>Students | Teaching Staff                   |                            |
|----------------------|-----------------------|-----------------|----------|---|---|----------------------|--|-----------------------------|-----------------------------|-------------------------------|-----------------------|----------------------------------|----------------------------|
|                      |                       |                 |          |   |   |                      |  |                             |                             |                               |                       | Name of staff member             | Employment<br>Degree       |
| BA                   |                       | 1               | 1-2      | BABYLONIAN<br>TALMUD, TRACTATE<br>BAVA BATRA  | Required<br>exercise  | 4                    | –  | 2                           | –                           | –                             | 6                     | Shlomo Naeh                      | Full Prof.                 |
|                      |                       | 1               | 1 or 2   | ACADEMIC READING<br>AND WRITING<br>SKILLS** or<br>ACADEMIC WRITING<br>& READING SKILLS IN<br>HEBREW** | Elective exercise   | 2                    | The 1 <sup>st</sup> course – for<br>students their<br>grade in the verbal<br>part of the<br>psychometric test<br>–120 and above;<br>the 2 <sup>nd</sup> – for under<br>120 | 2                           | –                           | –                             | –                     | Teachers from the<br>institution | MA or Ph.D.                |
|                      |                       | 1-3             | –        | COMPETENCY<br>EXAMINATION   | Required<br>assignment  | 2                    | –  | –                           | –                           | –                             | –                     | 2                                | One of the<br>senior staff |
|                      |                       | 1-3             | 1        | BIBLIOGRAPHY<br>GUIDANCE  | Elective guidance   | 2                    | –  | 2 guidance                  | –                           | –                             | 6                     | Hallel Beitner                   | MA                         |
|                      |                       |                 |          |   |   |                      |  |                             |                             |                               |                       |                                  |                            |
|                      |                       |                 |          |   |   |                      |  |                             |                             |                               |                       |                                  |                            |

|          |     |     |   |                               |   |   |   |   |   |    |                  |            |
|----------|-----|-----|---|-------------------------------|---|---|---|---|---|----|------------------|------------|
|          |     |     |   |                               |   |   |   |   |   |    |                  |            |
|          | 1-3 | 1   | INTRODUCTION TO AGGADIC MIDRASH   | Elective lecture and exercise | 2 | – | 2 | – | – | 15 | Marc Hirshman    | Full Prof. |
|          | 1-3 | 1   | INTRODUCTION TO PALESTINIAN TALMUD  | Elective lecture and exercise | 2 | – | 2 | – | – | 14 | Shlomo Naeh      | Full Prof. |
|          | 1-3 | 1   | EARLY TEXTS QUOTED IN RABBINIC LITERATURE   | Elective lecture and exercise | 2 | – | 2 | – | – | 4  | Yoav Rosenthal   | Ph.D.      |
|          | 1-3 | 2   | MISHNAH AND TOSEFTA TRACTATE <i>SHEVU'OT</i>  | Elective exercise             | 2 | – | 2 | – | – | 4  | Robert Brody     | Full Prof. |
|          | 1-3 | 2   | INTRODUCTION TO THE MISHNAH   | Elective lecture and exercise | 2 | – | 2 | – | – | 4  | Yoav Rosental    | Ph.D.      |
|          | 1-3 | 2   | BETWEEN TWO METHODS OF MIDRASH - COMPARATIVE READING IN THE HALAKHIC <i>MIDRASHIM</i> | Elective lecture and exercise | 2 | – | 2 | – | – | 7  | Hallel Beitner   | MA         |
|          |     |     |   |                               |   |   |   |   |   |    |                  |            |
| seminars | 2-3 | 1-2 | BABYLONIAN TALMUD TRACTATE <i>NEDARIM</i>   | Elective seminar              | 4 | – | 2 | – | – | 4  | Robert Brody     | Full Prof. |
|          | 2-3 | 1   | PIRQOY BEN BABOY  | Elective seminar              | 2 | – | 2 | – | – | 4  | Robert Brody     | Full Prof. |
|          | 2-3 | 2   | GENESIS RABBAH - TEXT AND REDACTION   | Elective lecture and seminar  | 2 | – | 2 | – | – | 5  | Yoav Rosenthal   | Ph.D.      |
|          | 2-3 | 1-2 | THE <i>PIYYUTIM</i> AND THEIR MIDRASHIC SOURCES**                                     | Elective seminar              | 4 | – | 2 | – | – | 2  | Shulamit Elitzur | Full Prof. |

|    |                   |     |     |  |                     |   |  |   |   |   |    |                         |                |
|----|-------------------|-----|-----|--|---------------------|---|--|---|---|---|----|-------------------------|----------------|
| MA |                   | 1-2 | 1   | THE BINDING OF ISAAC IN POSTBIBLICAL LITERATURE, ESP. IN RABBINIC LITERATURE | Elective seminar    | 2 | –                                      | 2 | – | – | 9  | Menahem Kister          | Full Prof.     |
|    |                   | 1-2 | 1   | PANORAMIC VIEWS ON THE BIBLICAL PERIOD IN ANTIQUITY**                        | Elective seminar    | 2 | –                                      | 2 | – | – | 4  | Menahem Kister          | Full Prof.     |
|    |                   | 1-2 | 2   | A SUGYA AND ITS PARALLELS IN PT  | Elective seminar    | 2 | –                                      | 2 | – | – | 8  | Shlomo Naeh             | Full Prof.     |
|    |                   | 1-2 | 1-2 | STUDIES IN GEONIC RESPONSA   | Elective seminar    | 4 | –                                      | 2 | – | – | 12 | Robert Brody            | Full Prof.     |
|    |                   | 1-2 | 1-2 | STANDARDS AND MEASURES IN THE TALMUDIC LITERATURE                            | Elective seminar    | 4 | –                                      | 2 | – | – | 11 | Menahem Kahana          | Prof. Emeritus |
|    |                   | 1-2 | 1-2 | TEXTUAL TRADITIONS OF THE BABYLONIAN TALMUD                                  | Elective seminar    | 4 | –                                      | 2 | – | – | 6  | Yoav Rosenthal          | Ph.D.          |
|    |                   |     |     |  |                     |   |  |   |   |   |    |                         |                |
|    |                   | 1-2 | 1-2 | SYRIAC: LANGUAGE AND TEXTS (BEGINNERS)**                                     | Elective exercise   | 8 | –                                      | 4 | – | – | 13 | Shraga Asif             | MA             |
|    |                   | 1-2 | 1-2 | ADVANCED SYRIAC - PART A**   | Elective exercise   | 4 | SYRIAC: LANGUAGE AND TEXTS (BEGINNERS) | 2 | – | – | 3  | Shraga Asif             | MA             |
|    |                   |     |     |  |                     |   |  |   |   |   |    |                         |                |
|    |                   | 2   | –   | FINAL EXAM   | Required assignment | – | –                                      | – | – | – | 10 | One of the senior staff | Ph.D.          |
|    | Research students | 2   | –   | M.A. THESIS  | Required assignment | – | –                                      | – | – | – | 5  | One of the senior staff | Ph.D.          |

**תשע"ה 2014–2015 – The Secondary Study Program (for Students of other Departments of Jewish Studies) Table 2a**

| Degree<br>(BA, MA,<br>PhD) | Specialization/<br>Track | Year in<br>Program | Semester | Course Title  | Course Type<br><br>(required/<br>elective/<br>seminar/<br>workshop/<br>other) | No.<br>of<br>Credits | Prerequisites<br>for<br>Admission         | Weekly<br>Teaching<br>Hours | Weekly<br>Exercise<br>Hours | Weekly<br>Laboratory<br>Hours | No.<br>of<br>Students | Teaching Staff       |                      |
|----------------------------|--------------------------|--------------------|----------|---|---|----------------------|---|-----------------------------|-----------------------------|-------------------------------|-----------------------|----------------------|----------------------|
|                            |                          |                    |          |   |   |                      |   |                             |                             |                               |                       | Name of staff member | Employment<br>Degree |
| BA                         |                          | 1–3                | 1–2      | TALMUD<br>PREPARATORY<br>COURSE<br>(3 groups: A, B, C)  | Required  | 4                    | –   | 4                           |                             |                               | 18                    | Mr. Aharon Glatzer   | MA TAS               |
|                            |                          |                    |          |   |   |                      |   |                             |                             |                               | 28                    | Ms. Ella Tovia       | MA TAS               |
|                            |                          |                    |          |   |   |                      |   |                             |                             |                               | 17                    | Mr. Shlomo Tzemach   | MA TAS               |
|                            |                          |                    |          |   |   |                      |   |                             |                             |                               |                       |                      |                      |
| MA                         |                          | 1–2                | 1–2      | STUDIES IN THE<br>BABYLONIAN TALMUD<br>AND ITS RESEARCH | Required  | 4                    | TALMUD<br>PREPARATORY<br>COURSE<br>for BA | 2                           |                             |                               | 40                    | Mr. David Sabato     | MA TAS               |

\*\* The course is taught by another department

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

Yes. The Talmud preparatory courses are given for Students of other Departments of Jewish Studies. Look at table 2a. The study program also provides "corner stone" courses for students of other departments of the institution.

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

Until now there have been no exchange programs. A program of this sort will begin to operate next year, in a partnership of the Institute of Jewish Studies and the program of Jewish Studies at University College London. In this framework about eight students of the Institute, including students in the Talmud Department, will be exchanged with students of UCL who will come to study in the Institute of Jewish Studies.

In the absence of a formal program, foreign students – especially at the doctoral level - come to take one or more courses, and even entire degrees, in the department, whether independently or through the agency of the Rothberg School for Overseas Students.

The department does not offer any courses taught in English.

N. 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?

Students who arrive independently to study in the department are generally excellent. They are mostly mature students engaged in writing Ph.D. dissertations, who are interested in improving their skills in Talmudic text criticism. Students who undertake such a serious step are by their very nature excellent students.

As for the exchange program with University College London, the selection of students to participate in the program and granting of credit for courses taken in the host institution are the responsibility of their home institution. Before they leave, students chosen to participate in the program will present the program of courses they plan to take at UCL to the faculty for approval, and on their return they will submit their transcripts. The courses will be recognized as fulfilling requirements towards their degrees, but without grades.

O. 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.

In this respect being a small department works to our advantage. The program is organized by the department chairman with the full cooperation of all faculty members. There is excellent cooperation between the faculty members, both with regard to principles and in the selection of courses to be offered each year. Because of the small number of professors, each is responsible for one of the areas of study in the department and the courses offered in it. After discussion among all the faculty members, a draft program is presented to them for

consideration and decisions are made in a joint meeting in order to achieve the requisite balance between desires and possibilities. Any change in the program, large or small, is considered in a meeting of all the faculty members and adopted by consensus. In the last five years there have been no substantial changes in the program of study. It appears that the program will soon change substantially if the proposed new framework for the Institute of Jewish Studies is adopted, and in this case the department will have to adapt its program of study to the new framework. This will require lengthy discussions of all possible alternatives and decisions on matters of principle which will be made by all the faculty members.

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

See the answer to the previous question.

Q. 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)?

There are no non-academic bodies involved in the course of study or in any other activity of the Talmud Department. As far as we know this is true of the entire Faculty of Humanities.

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

The Talmud Department supplies preparatory courses in Talmud for B.A. and M.A. students in other departments of the Institute of Jewish Studies. In addition, department faculty members teach several "Cornerstone" courses (one this year and two next year) for students of other faculties within the university.

The department cites courses from other departments in its program of study, and sends its students to take courses in other departments. Similarly, students from other departments participate in many courses in the Talmud Department.

The department is an active participant in academic activities undertaken by or in partnership with the Institute of Jewish Studies, such as publication of journals (e.g., the quarterly *Tarbiz* – traditionally one of the three editors of this journal is a member of the Talmud Department) and organization of conferences and congresses (such as the World Congress of Jewish Studies).

Two of the senior members of the department have joint appointments (Prof. M. Kister teaches in the Bible Department and the program in Second Temple studies, and Prof. Sh. Naeh teaches in the Department of Jewish Thought). There is naturally sharing in the courses taught by these professors.

Department members share in research projects and publications with researchers from other departments and institutions, but these are individual initiatives.

Several department members are members or participants in external academic institutions (the Academy of the Hebrew Language, the Ben Zvi Institute).

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

The plan of study is constructed in accordance with the proclaimed aims of the department. In previous years the emphasis in teaching was on the training of scholars. Given the prevailing conditions and the students who enrolled in the department, this aim was achieved with great success. Courses prepared the students to read and research critically, and guided research papers prepared them to conduct independent research. In keeping with the profile of students at this time, the courses were intended from the beginning for students who did not need to acquire elementary skills, but only critical training in sources which were they were already highly familiar. Most of the students were oriented towards research and continued for advanced degrees, culminating in the Ph.D. The Talmud Department was thus known as an elite program – a difficult and demanding department which nurtured a small number of excellent students throughout the course of their development. In previous years the courses did an excellent job of fulfilling the aim of preparing students to read and research critically, and the number of outstanding students was higher than in any other department. In the last five years there has been a gap between the traditional aims and nature of the department and the profile of the students, some of whom arrived with no background in Talmud. Because of the small number of students and the change in the profile of students interested in the department, we make a special to tailor an individual program suitable to each student's abilities and educational aspirations. We believe that the department continues to fulfill its mission of representing the very best in critical Talmud scholarship and conveying to the students the most precise methods and the highest standards. We will have to reconsider the best way to do so in the near future. Joining the new B.A. framework of the Institute of Jewish Studies may bring this about in a natural way.

The department's strength is in its high standard of research and its ability to provide its students with an intensive course of study, with courses and mentoring at the highest level. Being a small department, it is able to deal with each student individually and provide excellent personal guidance to each student.

Its weaknesses are primarily quantitative: a serious decline in the number of students (especially for the B.A.) and of faculty members. The Talmud Department has always been a small but high-caliber department, and the number of students never exceeded a few dozen. There are various reasons for this (look at executive summary). In recent years this trend has become more severe, and the number of students enrolling has shrunk. Repeated attempts over the last several years have not changed this situation significantly.

This shrinking makes it very difficult to offer a full and satisfactory range of courses. The number of faculty members is critical for the possibilities of instruction and curriculum. The shortage of tenure-track slots makes it impossible to offer an independent program of study and to offer the students minimal variety of courses and instructors in central areas. Not only is there a quantitative shortfall, but a shrinking in the teaching and mentoring of important areas, in which retiring professors are leading experts (halakhic midrashim, Geonic literature) which is of great concern. If this trend is not reversed it will be very difficult to maintain the program of study required by the department, which is already limited and constrained.

Several areas of teaching and research are underdeveloped and in an ideal program should be developed further: the literature of the aharonim (exegetical and halakhic), the history of Halakha, beliefs and opinions, and integrative ties with adjoining disciplines. In the current state of affairs we are unable to broaden the areas of knowledge and must concentrate on the classical areas which are most crucial to the training of students and scholars.

Because of the reduced number of students and faculty members in the department and the change in the profile of students, there are grounds for concern that our strengths may also be affected. Maintaining the high standards of the department in a situation in which many of our students arrive with no prior background in Talmud will require great efforts but is no less dependent on staffing levels. Currently the department does not have sufficient manpower to enable it to achieve this objective.



## 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.

Student evaluations are submitted in each course – in recent years by Internet. Student's participation is optional but most, usually participate. The evaluation includes questions concerning the quality of the course and instruction, the professor's relationship with the students, and the students' expectations with regard to their achievements. Students give numerical answers to these questions, which permits statistical evaluation, with regard both to the course and to the instructor, in comparison with other courses. In addition to numerical answers the students are asked for verbal comments on the strengths and weaknesses of the course and of the instructor. The results are given to the instructor and are also read by the department chairman. In addition to this apparatus, the department maintains ongoing supervision of its instructors by classroom visits. Untenured teachers are visited on a regular basis by senior faculty members, who observe their teaching and discuss with them ways in which it could be improved. A written report on each such visit is kept by the Faculty of Humanities.

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

Each teacher is expected to learn from student feedback. Particularly poor results are dealt with by the department chair. Results are recorded by the Faculty of Humanities and have substantial impact on all promotion proceedings. A list of outstanding teachers is published annually on the various campuses by the university administration.

- Does the institution have a center for enhancement of teaching?

The Hebrew University has established the Teaching and Learning Center (TLC) in 2013. This unit provides enrichment workshops for senior and junior faculty, initial training for teaching assistants and thematic workshops focused on various issues related to learning, evaluation and teaching methods. All faculty, except the very best teachers according to the students' evaluation surveys, are required to attend a teaching enhancement workshop. In addition, the Center offers individual meetings with faculty members who are interested in improving their teaching skills, upgrading syllabi to international standards, and upgrading teaching resources. The activities of the unit for teaching and learning focus on:

Improvement of teaching skills of senior instructors, teaching assistants, research and B.A. students, by means of in-depth workshops on various topics as well as meetings and individual advice.

Development and implementation of teaching technology and creating an organizational framework for computerized instruction.

Surveys of the quality of instruction.

- Do all faculty (including adjunct faculty) participate in these activities? Please provide a brief description.

Participation in these courses is voluntary.

- 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.

According to the regulations of the Faculty, each new faculty member is assigned a mentor, a senior faculty member in his or her department. The senior member directs the new member and assists him or her to integrate in the department and faculty in instruction and research requirements (unfortunately our newest faculty member was appointed seven years ago). According to these regulations, senior faculty members regularly visit the classes of new instructors (in our department there is only one), report to the faculty on the quality of instruction and advise the instructor on steps to improve the quality of instruction.

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

New faculty members are not entitled to reductions. From the beginning of their employment they teach full course loads and participate fully in all the obligations incumbent on faculty members. This is the situation throughout the Faculty, including our department which is seriously understaffed.

- 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 the methods applied to assess and improve the quality of teaching achieve their goals?

It is difficult for us to answer this question precisely. We assume instructors pay attention to and learn from student feedback, especially its verbal components. It may be that classroom visits have a more direct impact, but this too is hard to assess.

### Learning Outcomes<sup>2</sup>

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.**

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<sup>2</sup>Definition of learning outcomes (LO) established by the Bologna working group on qualifications: *"LO are what a learner is expected to know, understand and/or be able to do at the end of a period of learning."*

The intended learning outcomes of each course are spelled out the course syllabus which is presented in a format prescribed by the institution and available on the Internet to anyone interested. We would note that discussion of learning outcomes is new in the Faculty; the requirement to prepare syllabi in a uniform format was imposed only last year, and students and faculty members are not yet accustomed to thinking in terms of learning outcomes which are formally defined in advance, but rather in broader and less precisely defined terms. This does not mean that instructors do not think about the effects of their teaching and examine how courses achieve them, but only that we are not used to describing them beforehand in formal terms. We are not sure that the requirement to spell out anticipated outcomes in a formal manner in the syllabus will actually lead to clearer outcomes, which beyond their formulation in the syllabus will find real and substantive expression in actual teaching and guidance.

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.).

The department does not have many courses in which examinations are required. These are primarily first-year B.A. courses which are not seminars. In most of the department's courses, from the second year onward, students are required to submit a paper or take-home exam in addition to active participation in the course. Examinations are normally in writing. There is no fixed format for examinations and each instructor exercises discretion in writing examinations appropriate to each course. In general examinations consist of a few essay questions which require extensive answers to relatively broad questions. Students are expected to demonstrate mastery of complex details, deep understanding of complex material, and the ability to write fluently and intelligently. Instructors can also give oral exams and do so in special circumstances (e.g., for dyslexic students). In addition to the requirements of the various courses, B.A. students are required to pass annual competence examinations on material which was not studied in the class; these are usually administered orally, in order to test correct reading of new material and to allow free discussion of the material and of any difficulties encountered in studying it. There are no fixed rules concerning the weight assigned to the final exam, which is decided by the instructor for each course (and indicated in the syllabus).

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

Each instructor composes the examination in each course according to his professional judgment and custom. The department does not oversee examinations. Questionnaires are submitted to the department secretary several weeks before the examination and are thus in principle subject to the supervision of the Faculty, but so far as we know the Faculty has no apparatus for supervising examinations. The instructor explains to the students how the examination is structured and what they are expected to do; in addition, the students are able to

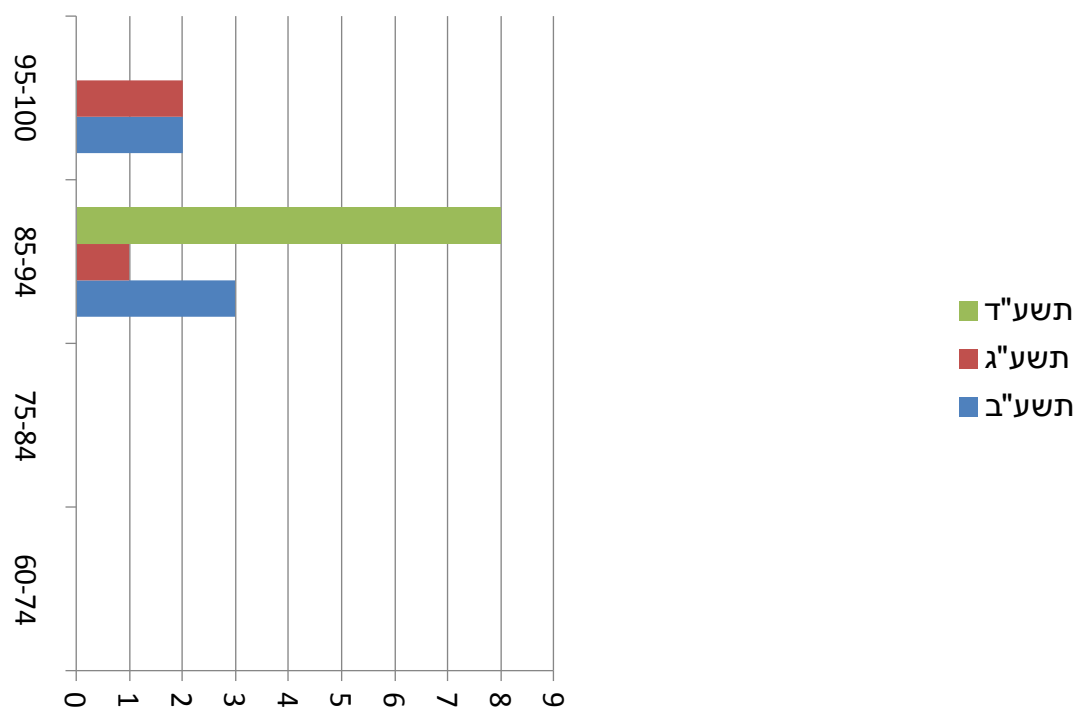
obtain copies of past exams in each course. The same is true of exercises assigned during the courses.

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

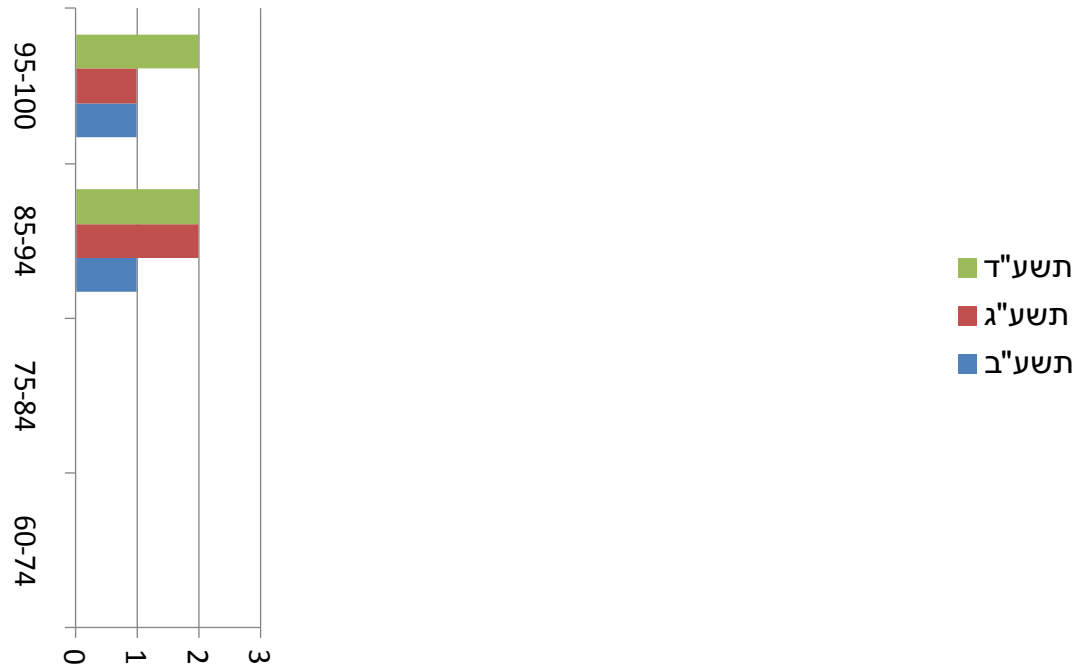
The instructors grade the examinations and exercises in their courses themselves. In addition to a numerical grade they add verbal comments to the students' answers, and sometimes they hold a discussion with students, whether at the instructor's or at the student's initiative.

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

**Final B.A. grades: Grades and number of students**

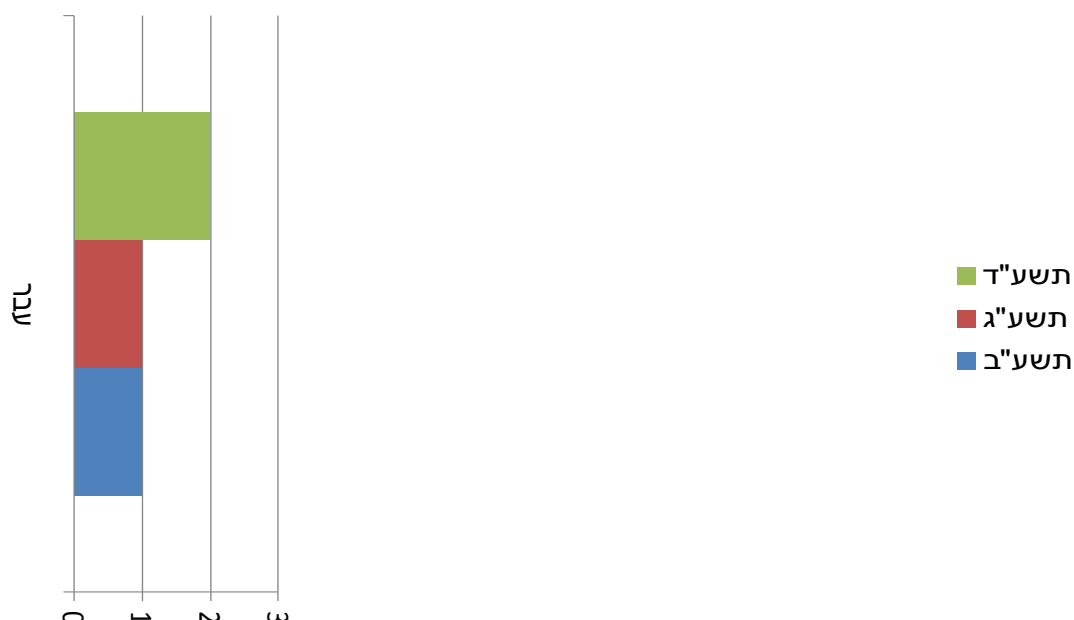


**Final M.A. grades: Grades and number of students**



**Ph.D. degrees granted (during the years under consideration grades were eliminated):**

2011/12: one student  
 2012/13: one student  
 2013/14: two students



**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.

As mentioned, in most courses in the department students are required to write final papers. Undergraduate students are required to apply the lessons of the course, in content and method, to new texts in a paper of about 10 pages. In addition to these course assignments, students must submit two seminar papers in the course of their undergraduate studies, usually in relation to seminars they have taken. These are broader than final course papers, usually about 30 pages. The topic is chosen individually in discussions between the student and the instructor. The student is required to present a research question or idea, to examine it in light of the analysis of a relatively broad selection of sources, to apply appropriate research methods and critical judgment along with basic integrative abilities and bibliography suitable to the

topics, and especially to demonstrate independent thinking and appropriate modes of expression. There is no final project or thesis for the B.A. degree.

In M.A. studies students must submit written projects in each course. These papers must demonstrate the ability to grapple independently with complex texts and questions, original research thinking, and command of methods and literature. In addition to final papers in the various courses students are required to submit one larger seminar paper which encompasses a particular topic from several aspects, a sort of small independent research project. Students in the research track are required to write an M.A. thesis which deals exhaustively with a broader research topic. It may deal with a large textual unit or with an integrative research question which requires collecting a variety of sources. The choice of topic and the writing are done under the close supervision of a faculty member from the department or, when the topic requires this, under the joint supervision of two faculty members (of whom one may be from another department in the Faculty or the university). It is important to emphasize that by departmental tradition students write independent M.A. theses according to their own interests and choices and not as part of their mentors' research projects. The thesis is thus the student's independent work which must meet prevailing standards of research in the conduct of research, collection and analysis of sources and their written expression. The scope of theses is fairly large (they generally exceed the limit of 80 pages set by the Faculty). In some cases the M.A. thesis is later expanded into a doctoral dissertation.

Doctoral dissertations are approximately 350 pages long. The student is required to demonstrate mature research abilities, both in scope and in depth, by researching a well-defined topic, such as an entire tractate or a large Talmudic chapter, a tractate of the Mishnah or Tosefta, a large unit of a halakhic midrash, the response of a particular Gaon or medieval author, or a substantial topic not confined to a textual unit. In any event the body of rabbinic material investigated is significant and very broad.

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

There is no set paradigm for written assignments in the department. The instructor in each course determines the nature of exercises and final assignments according to the nature of the courses. Larger assignments – seminar papers and theses – are set individually between the student and the instructor, taking into account the courses the student has taken, the nature of the seminar, and the student's abilities and desires, rather than conforming to a fixed structure.

## 3. Who grades the written assignments?

Final papers in courses and seminar papers are checked and evaluated by the mentoring instructor only. M.A. theses are checked by the mentor (or mentors) and another instructor, from the department or outside it, as appropriate. The final grade is the average of the grades given by the readers.

Ph.D. dissertations are checked and evaluated by the mentor and two additional instructors, at least one of whom is from outside the university. The readers are appointed by an independent committee which is part of the Authority for Research Students and is formally independent of the department.

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

The instructor who grades an assignment considers various factors: the collection of sources, control of and familiarity with the material, methods of analysis, presentation of research questions, judgment and writing style. There is no structured paradigm which assigns a particular weight to each component; this is left up to the instructor's individual judgment. In all cases instructors offer verbal comments and a detailed verbal assessment which takes into account the criteria mentioned. If the student and instructor believe this is called for they meet and discuss the assignment, its strengths and weaknesses, and the lesson to be learned. The readers of M.A. theses submit formal, detailed assessments which are submitted to the Faculty and transmitted to the student and the mentor.

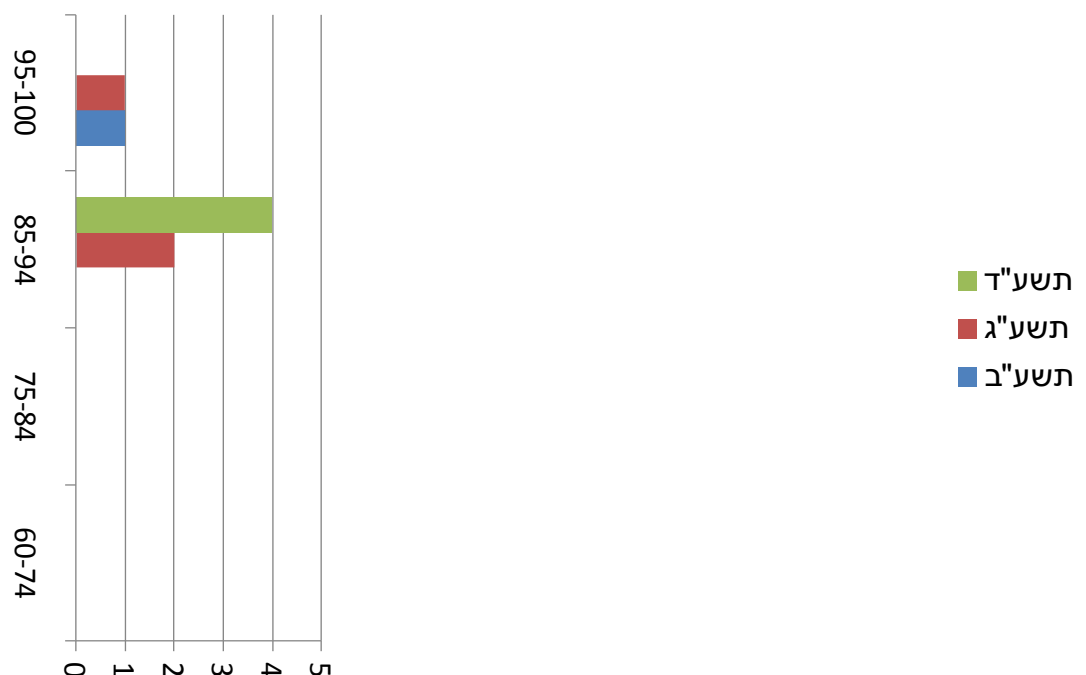
5. What is the average grade given to the graduates of the program in the final project/ final seminar/thesis in each of the last three years? Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.

Average grade of M.A. theses and number of students:

2011/12: 98 (one student)

2012/13: 93.5 (three students)

2013/14: 92.75 (four students)





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.

The Talmud Department has no systematic fieldwork. From time to time the department conducts a field trip, mostly to archaeological sites, in order to learn about the way of life and realia reflected in the literature and to become acquainted with the problems of the literary presentation of realia as confronted by archaeological reality. These trips are not obligatory for students but are intended to provide enrichment and contribute to the esprit de corps of students and faculty.

In courses on bibliography several classes are given at the university library on Mt. Scopus and the National Library on Givat Ram, in order to acquaint students with their resources and means of utilizing them. These are not fieldwork for which grades are given.

Outstanding students serve as research assistants in research projects in Jewish Studies and thus acquire additional research experience, but this too is not evaluated as part of the degree program.

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

See above.

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

2012: One student summa cum laude

2013: One student cum laude

2014: Two students cum laude

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?

The examinations and assignments are evaluated according to the factors relevant to each (the difficulty and scope of the topic chosen, the student's background and progress, and of course the maturity of the scientific discussion). This approach requires a substantive and profound examination of each case on its own merits. In the field covered by our department it is hard to

conceive of a better approach; ours is made possible by the personal connection between the students and the faculty members before, and often also after, the assignment is written. Setting up fixed paradigms would be likely to lead to the loss of these advantages.

## **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).

In the Faculty of Humanities there are several tracks for acceptance to a B.A. program: on the basis of a baccalaureate certificate (with average grade of at least 9.75), the psychometric exam (with a score of at least 600, or 550 after age 30), or a weighted average of the two. It is also possible to be accepted on the basis of prior academic studies (a previous degree, or transfer from another academic institution).

In general, the Talmud Department does not have additional criteria for acceptance, except for knowledge of Hebrew at a higher level than that required by the Faculty. In the past prior knowledge of Talmud, formal or informal, was required, and prospective students were interviewed by the departmental adviser to determine their suitability. Today we accept any student who meets Faculty admissions standards and wants to study in the department, but still conduct an interview in order to ensure compatibility between the student's intentions and the program of study in the department and to prevent future disappointment and attrition.

Foreign students are required to have a high school diploma comparable to an Israeli baccalaureate or to have completed studies in a university preparatory program for immigrants or academic studies in their country of origin. The final grade in the preparatory program of the School for Overseas Students of Hebrew University is weighed together with the psychometric exam.

As of 2001/2 the university has maintained an "affirmative action" track in all departments including Talmud. Candidates for the department who have been recognized as deserving preference on the basis of the criteria of the Society for the Advancement of Education are accepted if their average is slightly lower than the threshold for acceptance to the department, according to the number of places allocated for this population.

Candidates with various limitations (vision problems, blindness, hearing difficulties, dyslexia) may take the psychometric exam under special conditions suitable to their situation. If they do not meet the usual admissions criteria they may appeal to an appeals committee connected with the student administration.

Students are accepted for M.A. studies on the basis of an average grade in their B.A. studies for the research track and an average grade of 80 for the non-research track. According to Faculty regulations, a student who wishes to be accepted for an M.A. program in a different department than the one in which he or she obtained a B.A., or who comes from another institution, must complete additional studies, and this is the case in the Talmud Department as well. In order to be accepted for an M.A. program we require clear academic experience in the study of Talmud at the undergraduate level. Students who lack such experience are required to complete 24 credits of additional studies.

In order to be accepted for the Ph.D. program students must have completed an M.A. with an average grade of at least 85, and with grades of at least 90 on the M.A. thesis and comprehensive exams. Students who are not alumni of the department are required to take additional courses as determined by the Committee for Research Students in the Faculty in consultation with the department and the prospective mentor.

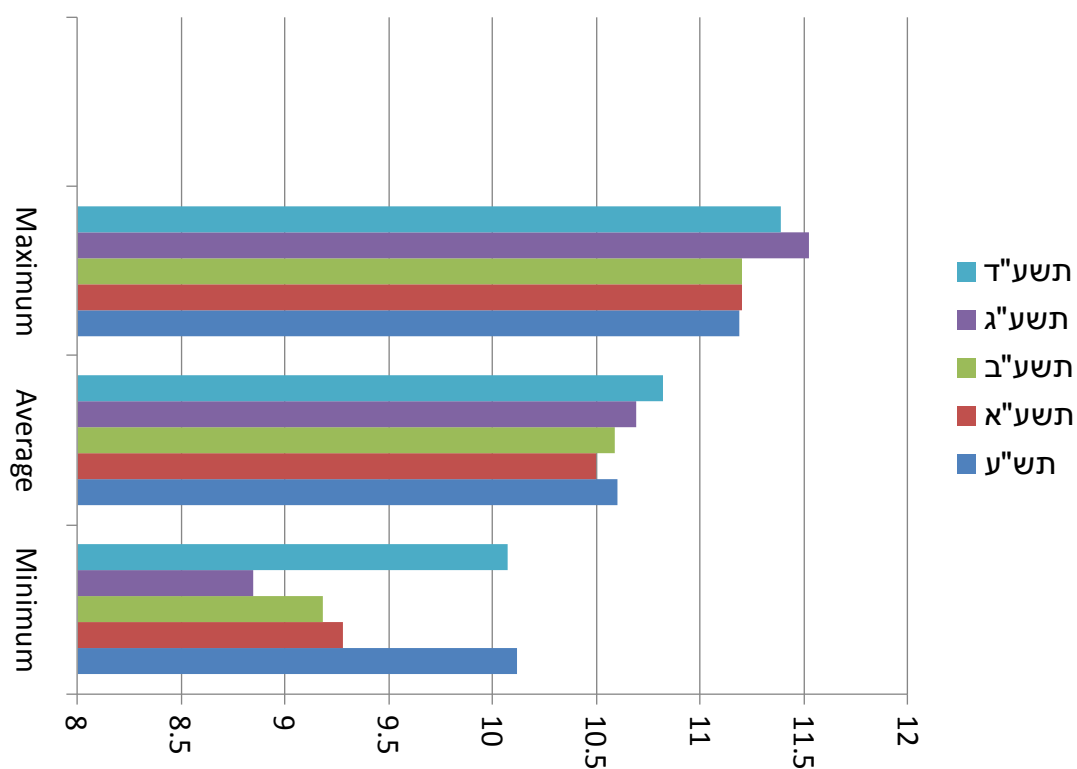
- B. In the format of a histogram, please present the range of psychometric test scores or the equivalent and the range of matriculation averages of the students that were admitted to the program in the last five years. If there is a discrepancy between the admission criteria and the de facto admission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

The following data are for students accepted and those who actually register. The small number of students explains the large ranges and statistical discrepancies.

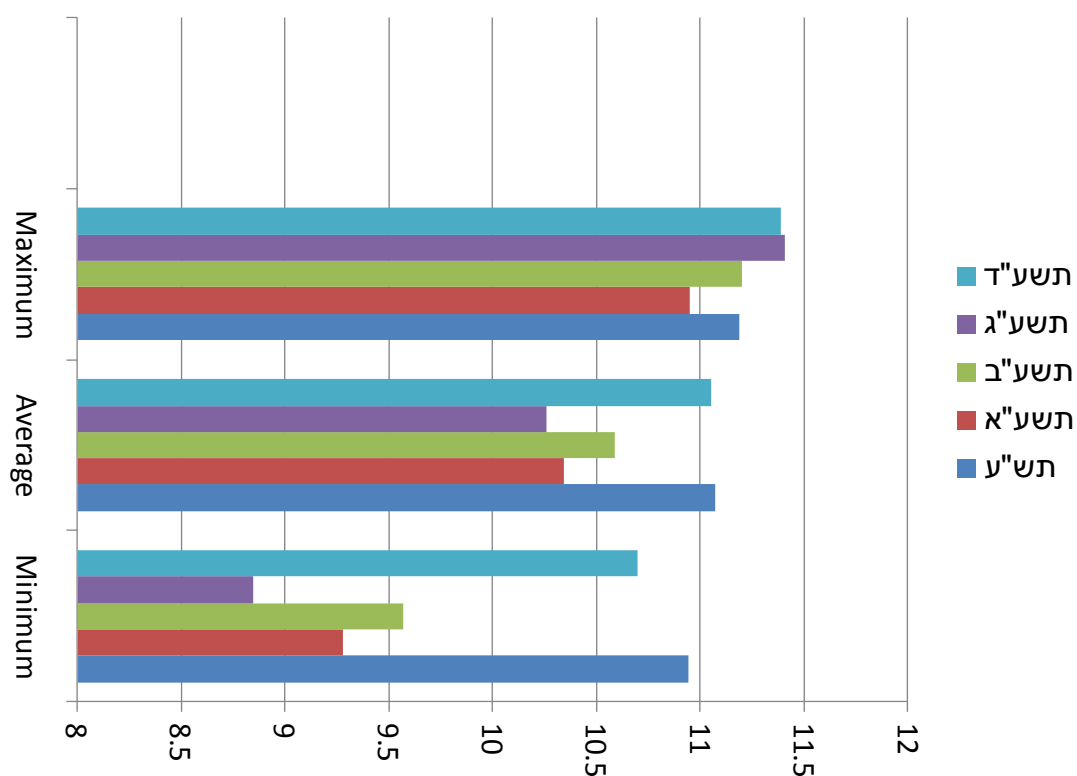
| 1 <sup>st</sup> Year |       |       |       |       | Statistic          | Basis for admission | Group    |  |
|----------------------|-------|-------|-------|-------|--------------------|---------------------|----------|--|
| 2010                 | 2011  | 2012  | 2013  | 2014  |                    |                     |          |  |
| 10.60                | 10.50 | 10.59 | 10.69 | 10.82 | Average            | matriculation       | Admitted |  |
| 0.41                 | 0.55  | 0.68  | 0.87  | 0.35  | standard deviation |                     |          |  |
| 10.12                | 9.28  | 9.18  | 8.85  | 10.07 | Minimum            |                     |          |  |
| 11.19                | 11.20 | 11.20 | 11.52 | 11.39 | Maximum            |                     |          |  |
| 8                    | 11    | 10    | 8     | 11    | Number             |                     |          |  |
| 638.2                | 659.6 | 673.2 | 665.6 | 690.7 | Average            | psychometric        |          |  |
| 99.5                 | 72.5  | 68.8  | 80.2  | 26.9  | standard deviation |                     |          |  |
| 453                  | 531   | 551   | 580   | 648   | Minimum            |                     |          |  |
| 725                  | 745   | 745   | 773   | 736   | Maximum            |                     |          |  |
| 6                    | 9     | 10    | 7     | 9     | Number             |                     |          |  |
| 11.07                | 10.34 | 10.59 | 10.26 | 11.05 | Average            | matriculation       | Enrolled |  |
| 0.18                 | 0.54  | 0.89  | 1.30  | 0.29  | standard deviation |                     |          |  |
| 10.94                | 9.28  | 9.57  | 8.85  | 10.70 | Minimum            |                     |          |  |
| 11.19                | 10.95 | 11.20 | 11.41 | 11.39 | Maximum            |                     |          |  |
| 2                    | 8     | 3     | 3     | 4     | Number             |                     |          |  |
| 694                  | 659.5 | 650.7 | 753.0 | 690.3 | Average            | psychometric        |          |  |
| 43.8                 | 78.9  | 88.7  | 28.28 | 44.1  | standard deviation |                     |          |  |
| 663                  | 531   | 551   | 733   | 648   | Minimum            |                     |          |  |
| 725                  | 743   | 721   | 773   | 736   | Maximum            |                     |          |  |
| 2                    | 6     | 3     | 2     | 3     | Number             |                     |          |  |

Note: not every student has each datum. A grade in the pre-academic preparatory course or in an academic degree replaces the baccalaureate average in combination with the psychometric score. Similarly, new immigrants who do not have an Israeli baccalaureate are accepted on the basis of their psychometric exam score or a foreign equivalent.

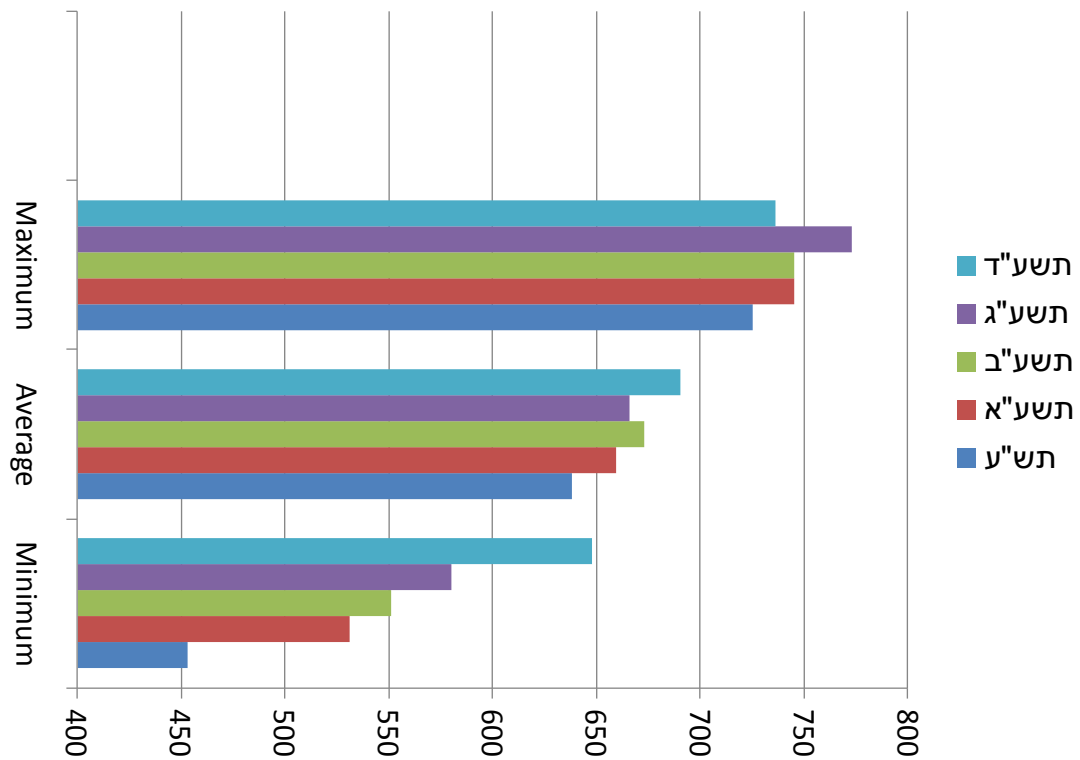
**Histogram: Matriculation test scores of admitted students**



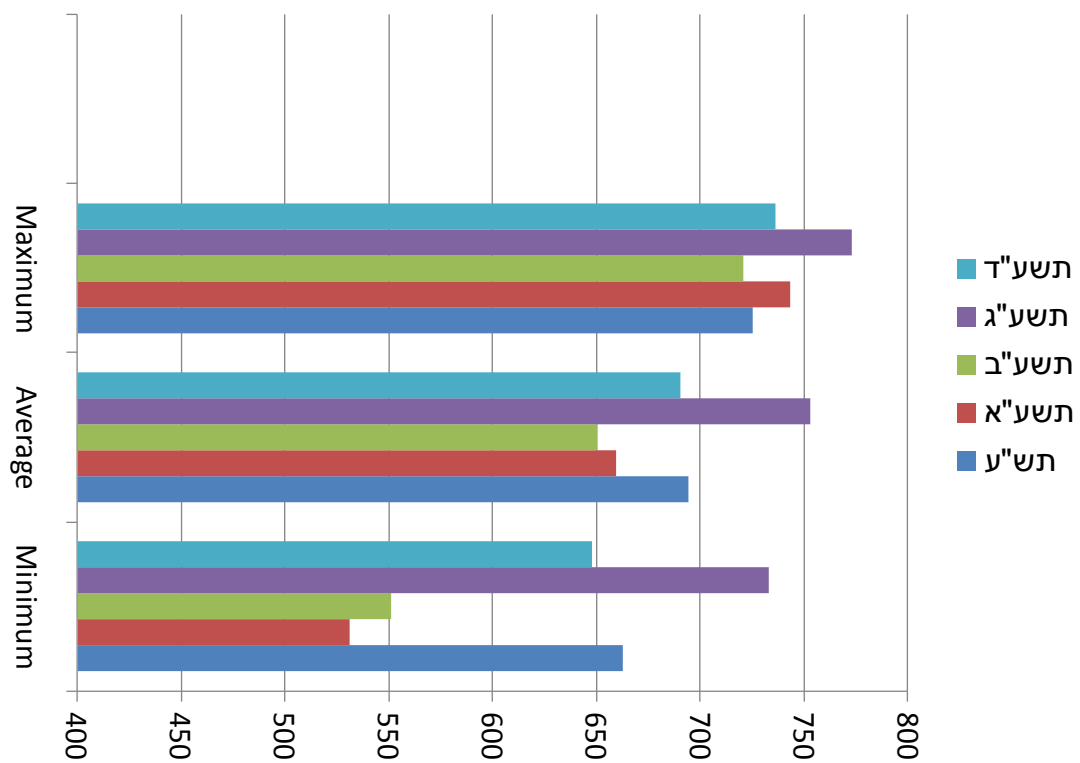
**Histogram: Matriculation test scores of enrolled students**



**Histogram: Psychometric test scores of admitted students**



**Histogram: Psychometric test scores of enrolled students**



- 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".

| Table 3 - Student Registration |                          |                        |                        |                        |
|--------------------------------|--------------------------|------------------------|------------------------|------------------------|
|                                |                          | Academic Year          |                        |                        |
|                                |                          | 2011/2012 תשע"ב        | 2012/2013 תשע"ג        | 2013/2014 תשע"ד        |
| <b>B.A</b>                     | Applicants               | 18                     | 14                     | 21                     |
|                                | Admitted                 | 12                     | 10                     | 12                     |
|                                | Admitted on Probation    | -                      | -                      | -                      |
|                                | Enrolled                 | 4                      | 4                      | 5                      |
|                                | Total number of students | 18                     | 17                     | 13                     |
| <b>M.A without thesis</b>      | Applicants               | 11 *                   | 13 *                   | 13 *                   |
|                                | Admitted                 | 10 *                   | 4 *                    | 9 *                    |
|                                | Admitted on Probation    | -                      | -                      | -                      |
|                                | Enrolled                 | 8 *                    | 3 *                    | 9 *                    |
|                                | Total number of students | 10                     | 9                      | 11                     |
| <b>MA with Thesis</b>          | Applicants               | See M.A without thesis | See M.A without thesis | See M.A without thesis |
|                                | Admitted                 | See M.A without thesis | See M.A without thesis | See M.A without thesis |
|                                | Admitted on Probation    | -                      | -                      | -                      |
|                                | Enrolled                 | See M.A without thesis | See M.A without thesis | See M.A without thesis |
|                                | Total number of students | 9                      | 6                      | 12                     |
| <b>PhD</b>                     | Applicants               |                        |                        |                        |
|                                | Admitted                 |                        |                        |                        |
|                                | Admitted on Probation    |                        |                        |                        |
|                                | Enrolled                 | 3                      | 1                      | 4                      |
|                                | Total number of students | 7                      | 8                      | 10-11                  |

\* These numbers include the M.A. with thesis; there is no distinction between the two tracks in the registration data.

- 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.

Students who meet admissions criteria and want to study in the department are invited for an interview. The chairman or adviser discusses with the candidate the nature and demands of studies in the department, as well as the support offered in the first year and during the continuation of studies. In this interview an effort is made to appraise the student's desires, abilities, and suitability for studies in the department, in order to give the student appropriate and helpful advice. We are interested in all students who want to study in the department, but in cases of extreme disjunction between the student's intentions and the nature of study in the department we recommend that the student reconsider.

Because of the limited number of course offerings, we cannot offer a separate group of courses for each year of study. Students are required to complete a set quota of courses in each of the four areas of study in the department (tannaitic literature, the Talmuds, the world of the sages, and rabbinic literature in the Geonic and medieval periods). Courses are offered in each area every year, in a manner which allows students to complete their requirements in the course of three years of study, with a limited degree of choice. In addition to participation in courses and examinations or papers in the department's four areas of study, students are required to pass competency exams each year. These test their ability to study independently texts which were not studied in class, and their ability to read and interpret the texts. They are also required to take ancillary courses in rabbinic Hebrew and Talmudic dialects of Aramaic as well as bibliographical guidance.

Continuing from one year's studies to another is conditional on success in the previous year's courses (grades of at least 60).

The structure of M.A. studies is similar. Students must complete a quota of courses in each of the areas of study with a concentration in one area, and write theses and seminar papers as required. In ancillary studies they are required to take an advanced course in an Aramaic dialect. In both research and non-research tracks the students take two comprehensive exams, one in the area of concentration and the other in an area in which the student took relatively few courses. In the research track students are required to write an M.A. thesis. The criterion for progress from one year to the next is success in the previous year's courses, as in the B.A.

- 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?

In general, the department has no apparatus for affirmative action (aside from the Faculty policy detailed in section A above). In the past the department had specific admissions requirements, but in the last few years it has foregone these requirements and depended on the general admissions requirements in view of the small number of students. This situation creates considerable gaps between students with and without prior background, which the department handles by providing assistance to students without prior background during their first year of studies. Any new student who needs one is assigned an advanced student as a



tutor who assists with coursework, direction in writing papers, and any other assistance required by a beginning student. The department awards fellowships to outstanding or financially needy students.

Data concerning the lowest psychometric and baccalaureate grades may be found in the table included in Section B above.

- 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?

**Table 4 - Students' Dropout Rate**

| Year ( מחזור<br>לימודים ) | number of<br>students<br>started<br>studying in the<br>program | number of<br>students<br>completed the<br>first year<br>successfully** | number of<br>students<br>graduated within<br>3 years | number of<br>students<br>graduated within<br>4 years | number of<br>students<br>graduated in<br>more than 4<br>years since<br>started their<br>studies | number of<br>students<br>graduated with<br>honors |
|---------------------------|--|--|--|--|---|---|
| 2009                      | 7  | 5  | 1  | 1  | 0   | 0   |
| 2010                      | 2  | 2  | 2 (1*)   |  |   | 2   |
| 2011                      | 9  | 9  | 8 (1*)   |  |   | 1   |
| 2012                      | 5  | 5  | 1 (1*)   |  |   | 1   |
| 2013                      | 4  | 4  | 1 (1*)   |  |   |   |

This number of students (among those who graduated) earned a B.A. in another department. Their studies in the Talmud Department were recognized as part of that degree.

Studies in the Talmud Department are not divided into years (see D above). The number of students cited is the number of students who successfully completed the courses for which they registered in their first year of study.

There was a trend of improvement from 2008/9 to 2009/10 and 2010/11. We do not yet have complete data for 2011/12, because four years have not yet elapsed. The numbers of students who did not complete their studies within four years do not necessarily indicate attrition. In most cases these are students who, for various reasons, stretch their studies out over many years.

In view of the small number of students in the department, attrition of even a single student is serious. On the other hand, the small number of students enables us to follow and attend to each student individually. In every case in which we are concerned with the possibility of attrition we conduct a conversation with the student to clarify the reason, and to correct it if possible. Obviously we cannot prevent attrition which results from a student's clear preference to pursue further studies elsewhere (e.g., students who choose to continue in their second year in special programs which do not allow them to study in additional departments).

## Students and research

### A. Undergraduate students:

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

Outstanding students participate in research projects of department staff and the Institute for Jewish Studies. Usually these are graduate students, but suitable undergraduates may also be involved. Individual researchers choose assistants according to their needs and available resources; there is no systematic apparatus for involving students in research projects. Participation in such projects does not grant credit.

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

The department does not have any undergraduate students involved in research projects but the following table describes the involvement of graduate students in such projects.

| Instructor's name | Project  | Number of students          | Nature of the project and scope of the students' involvement  | Notes   |
|-------------------|--|-----------------------------|---|---|
| Simcha Emanuel    | SfarData: The Codicological Data-Base of the Hebrew Palaeography Project   | 1 M.A. student              | Upgrading and updating the project website.   |   |
| Menahem Kister    | Orion Center for the Study of the Dead Sea Scrolls                         | 1 Ph.D. student             | Research assistant, coordinates the bibliography project of the center for research on the scrolls and Second Temple literature published since 1995. |   |
| Shlomo Naeh       | Early Rabbinic Hermeneutics: Methods and Development                       | 2 Ph.D. students            | Each student is conducting independent research on a different corpus of early Midrash and participate in the Midrash Workshop.                       | Part of a large CRC project initiated by the University of Göttingen  |
| Yoav Rosenthal    | Unknown Traditions of the Babylonian Talmud Preserved in the Cairo Genizah | 2 M.A. and 1 Ph.D. students | Each student is conducting independent research on a Genizah fragment under full supervision of Dr. Rosenthal.  | At the conclusion of the project each student will summarize his findings in an article to be published in an academic journal. |

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

There is no systematic procedure. The department inculcates demanding research methods which require advanced skills and much training. The goal of the B.A. program is to introduce students to the world of Talmud research, but it is too much to expect that students, with rare exceptions, will be able to conduct independent research at this early stage. Nevertheless, written assignments are always aimed at furthering the ability to conduct independent research, and faculty members advise students in their work with this goal in mind. They also advise particularly talented students to do more independent work than is required by the program of study. Such students generally establish a close relationship with one faculty member, who follows their progress and mentors them in independent research.

B. Graduate program:

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

As may be seen from the flow chart in Chapter 1, section D, the program of study for the M.A. degree, in both research and non-research tracks, is structured.

The course of study for the Ph.D. degree is not structured a priori. The student is required to take a small number of courses (approximately 6 hours weekly for one year). The courses are determined by the dissertation committee, which generally directs the student to courses outside the department which help the student acquire training in areas needed for the dissertation.

The Mandel School for Advanced Students, which is part of the Faculty of Humanities, offers structured M.A. and Ph.D. programs for outstanding students. These include a set program of courses, seminars, and lectures as well as other academic and social activities. Students in these programs also benefit from excellent working conditions, offices and a supportive work environment. See:

<http://www.hum.huji.ac.il/units.php?cat=5196&incat=5194><http://www.hum.huji.ac.il/units.php?cat=5197&incat=5194>

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

Courses in research skills and writing for advanced students are offered in the program for outstanding M.A. students in the Mandel School for Advanced Students: "Academic Writing in English" (a course open only to students in this program); "Research Methods in the Humanities" (according to the course catalogue this is open to other students as well). Participants in these courses include Talmud Department students who are part of the Mandel School program for outstanding students. The regular program of the Faculty of Humanities includes a course on writing skills in Hebrew which is required of B.A. students. There is no specific course for Talmud Department students. Occasionally the department offers a course in research methods in Talmud taught by one of the faculty members, but this is not a required course.

- 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?

Officially the program takes two years. According to Faculty regulations, students who take longer cannot receive fellowships or act as teaching assistants. Despite this, because of the research orientation of M.A. studies in the department and the high standards demanded of the students in their papers and the M.A. thesis, the Faculty has recognized the need to allow our students three years to complete their requirements. This can suffice, but there are also students who take even longer. The department attempts to push its students to complete their studies in a reasonable time but there is no established policy for dealing with students who take too long.

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

Every few years, on an irregular basis, there is a year-long departmental seminar. When such a seminar takes place it is a required course for advanced students and grants them credit. The seminar is organized by one of the faculty members who is responsible for arranging lecturers. Experience shows that when the seminar is properly planned it is an excellent course with particular advantages.

- 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.

Because of the department's small size all the faculty members and advanced students know each other well. The students know the faculty members from their first years of study and become acquainted with the unique characteristics of each faculty member's research and teaching; in many cases a unique educational connection is created between a student and a particular faculty member. As a result, an advanced student in a research track generally knows with which faculty member he or she wants to work, and this recognition is usually mutual. This is true, of course, for the Ph.D. as well. There is no institutional procedure in the department for creating a mentor-student relationship, and this always occurs in a personal and informal manner. We are not aware of any case in which a student required formal assistance in finding a mentor. In this system, new students need time to find mentors. University and Faculty regulations allow a student to register as an advanced or research student and choose a mentor within a year.

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

In rare cases, when a student has written a particularly outstanding and interesting paper, especially if it includes an important discovery, he or she is encouraged to publish it in an academic journal. Academic publishing is not a simple matter and requires skills and significant investments of time and energy, which can interfere with the student's progress in

regular studies. On the other hand, the experience of publishing an outstanding initial piece of research is also very valuable. Because of the intense competition for academic posts, search committees give preference to students who have published their papers, and this is also a reason to encourage students to publish if this can be done without seriously interfering with the course of their studies and dissertations. In such case, the student's mentor assists in the process of writing and publishing an article, both in matters of principle and in questions of style and presentation. The Institute of Jewish Studies publishes several journals in which it is convenient for students to publish, but we encourage them to publish in the leading national and international journals (the world's leading journal in Jewish Studies, *Tarbiz*, publishes work by the best scholars in Israel and worldwide, is extremely selective and makes no special allowances for members of the Institute). See also the table in section A above.

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?

Various academic bodies offer large fellowships to outstanding research students. These include the President's Fellowships (Hebrew University), the Rotenstreich fellowships (Council for Higher Education), the Rothschild fellowships (Rothschild Foundation) and Scholion fellowships in the Mandel School. These generous fellowships, granted for three or four years, are extremely competitive; only a small proportion of the many outstanding students in the Faculty and the university can benefit from them. Students who receive these prestigious fellowships also participate in special programs for advanced students in the Mandel School. The Mandel School also offers generous two-year fellowships to outstanding M.A. students. These fellowships include tuition remission. Students from the Talmud Department receive prestigious fellowships almost every year.

At a lower level, the Institute of Jewish Studies awards fellowship to outstanding M.A. and Ph.D. students. Foremost among these are the Warburg fellowships granted to Ph.D. students in the last year of dissertation writing. The Institute offers about 20 additional fellowships annually to M.A. and Ph.D. students. These fellowships are offered for one year, are less valuable financially and are correspondingly less prestigious. They are awarded on the basis of excellence while also taking into account the financial status and needs of candidates.

The Talmud Department has a small fund from which it annually distributes fellowships to its students. The sums are small and the purpose of these fellowships is to provide encouragement and support and to show appreciation of excellence. In distributing these fellowships the prize committee of the department also considers very seriously the financial situation of the students. In general, most students in the department receive modest fellowships from the department or the Institute of Jewish Studies for two years of their advanced studies if they have not received one of the larger and more prestigious fellowships.

### 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).

A responsible faculty member is appointed as departmental adviser. His job is to assist students in choosing courses and to ensure the suitability of their plan of study and its

execution. The adviser meets with each student before the beginning of each academic year in order to prepare a list of courses to be taken in the coming year. He also meets with students in the course of the year to keep an eye on their progress and to solve problems which may arise. The adviser helps students construct personalized programs in keeping with their academic abilities and ambitions. The first meeting with the adviser, before the student's first year of studies, is devoted to familiarization with the nature and demands of the department's courses on the one hand, and getting to know the student on the other hand. A program of studies is constructed for each year in order to make that year's education as full and balanced as possible. The adviser follows up and makes sure that the student completes these undertakings. At the end of the course of studies the adviser certifies that the student has completed all requirements for the degree and passes the forms on the Faculty secretariat to be certified.

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

Because the Talmud Department is a small one, there are good possibilities for personal contact between students and faculty members. In many cases a personal connection can resolve students' special needs. In addition, the department organizes tutors for new students – each new student is tutored by an advanced student in the department during the first year of studies. The tutor's responsibility is to familiarize the student with work in the department, assist in dealing with any difficulties encountered, provide guidance on work in the various courses, and act as liaison between the student and the department. If necessary the student may be provided with a tutor during the second year as well. Obviously this system depends on the availability of funding, and we hope to be able to maintain it in coming years.

**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.**

The department integrates its advanced students in research projects and junior teaching positions. Of course this does not provide real assistance in choosing a profession and workplace for the future. There is no organized or structured placement system for alumni.

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

There is an apparatus for overseeing Ph.D. students. The student is guided by a dissertation committee which meets to approve the research proposal. The committee must receive an annual progress report from the student and adviser. The members of the committee must meet with the student midway through the research period to check on the student's progress. Before the dissertation is submitted, committee members are supposed to read a final draft and approve submission. These are the regulations, but in practice the committee is rarely involved in supervision of the ongoing research and submission of the dissertation.

**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.**

In the last two years no student in the department has submitted a complaint against any component of the university, nor has any complaint been submitted against the department or any of its instructors by a student in any other department.

- 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?

Students with particular financial needs receive assistance from several sources. The department uses its fellowship fund to support needy students, and this is a primary consideration in determining the allocation of fellowships within the department. The Institute of Jewish Studies has a special fund for supporting outstanding needy students. The university also has an "Assistance Department" the purpose of which is to support poor students.

### Alumni

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

The university has an alumni association which operates through the External Affairs Division. The association has an online information service to distribute information and organizes various benefits for alumni. As for employment, the association helps make contacts by way of updating curricula vitae, job searches and offerings, support for commercial ventures, and the like. The activities of the association, as reflected in their web pages, do not appear to be very significant.

The department for its part does not maintain organized contact with its alumni. A special effort was made to contact alumni and obtain feedback on some timely questions as part of the preparation of this report.

- 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,

The great majority of alumni who completed at least an M.A. work in education or nearby fields in institutions of secondary or higher education or in research projects in the field. In preparation for submitting this report we sought information from students who have graduated in the last few years, and feedback from those who responded confirms this impression.

- 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.

Students who completed a B.A. in 2010/1 and continued towards an M.A.: 1 out of 3  
Students who completed a B.A. in 2011/2 and continued towards an M.A.: 1 out of 2  
Students who completed a B.A. in 2012/3 and continued towards an M.A.: 2 out of 3



Students who completed a B.A. in 2013/4 and continued towards an M.A.: 3 out of 8

Students who completed an M.A. in 2011/2 and continued towards a Ph.D.: 1 out of 1

Students who completed an M.A. in 2012/3 and continued towards a Ph.D.: 2 out of 3

Students who completed an M.A. in 2013/4 and continued towards a Ph.D.: 4 out of 4

It is clear, despite the small number of students, that almost all those who complete an M.A. continue towards a Ph.D. degree.

### Summary

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

The strengths and weaknesses of the department are intertwined. Its small size facilitates real familiarity between students and faculty members, great flexibility in designing an individualized course of studies for each student, provision of personal tutors, oversight of progress in studies, and academic and financial assistance. The department has some financial resources to assist its outstanding students and those in financial need. In addition, despite the small number of students, the department has enjoyed students of a very high caliber for many years, which permitted the maintenance of a small elite department with the highest possible level of studies at each stage from B.A. to Ph.D.

In recent years there have been serious fluctuations in the quality as well as the quantity of students. The small number of students is a function primarily of the demography and sociology of the study of Talmud in Israel and the curricula of its secondary schools. Students who studied in non-religious state schools and had no exposure to Talmud are naturally not drawn to study Talmud at university; while alumni of the religious school system are generally attracted to the non-academic study to which they have been exposed, and are often wary of a critical approach to the Talmud. Most students who wish to study Talmud therefore do so in the setting of one of the many yeshivot of various stripes available in Israel. The Talmud Department's situation is therefore fundamentally different from that of other humanities departments, which build on a broad foundation of study of their subjects in the school system, and in which the university provides virtually the only avenue of advanced study. Despite this, a thin but steady stream of excellent students who were drawn to the department's mode of study, mostly from relatively progressive yeshivot, supplied the department until a few years ago. Recently this stream had dried up, for reasons which are not clear. We do not yet know if this is a passing phenomenon or a systemic change. The level of applicants, in terms of their prior knowledge of Talmud, has also declined. Repeated and varied attempts which we have made over the last several years have not substantially changed this situation. In addition, the tradition of the department, which was geared to producing scholars, was well suited to our traditional students but is less attractive to students who do not intend to pursue scholarly careers. We are very sensitive to this change in the student body, and over the last several years have made changes in the department's message and admissions policy. We also try to offer more flexible and individualized programs suited to each student's ambitions.

The small number of students makes it impossible to develop additional programs beyond the fundamental core of studies, e.g., a program for training Talmud teachers, and we thus lose out on other students who might have joined such a program.

The department has undertaken several initiatives to attempt to increase student numbers. It offers particularly attractive terms to B.A. students: In the first year of studies each student is



mentored by an advanced student in order to help him or her overcome the initial difficulties of integrating into the department's regular program. The department grants scholarships to its students, and almost every year most students receive a scholarship. (Unfortunately, our ability to offer scholarships is also on the decline.) The department offers a special course to high school students. This is a completely academic course for which the students receive credit. In this way we hope to create greater awareness of the department among secondary students and to attract them to continue their studies in the department after their military service. We have obtained a small grant from the Rothschild Foundation to investigate options for offering this course, and it is possible that in the future this model will be pursued by other departments with the support of the Foundation. The department participates actively in the Faculty's program of following up on registrants.

The department is very active in the Faculty's initiative to create an integrative course of study in the Institute of Jewish Studies. This plan, if adopted, will add a strong dimension of breadth and enrichment to our course of study. In addition to the change in principle to the structure of studies in the department, which may suit more students, the new program will provide all students in the Institute of Jewish Studies with a broader initial exposure to all departments, including the Talmud Department. We hope this program will lead to a substantial increase in the number of students who will choose to study in our department.

## **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.

**Table 5 - Faculty (Academic Staff) - Senior Faculty Employed** (the following ranks: Lecturer, Senior Lecturer, Associate Professor, Full Professor) – תשע"ה 2014–2015

| Name of Staff Member |        |                 | Employment Rank<br>(Full/associate Prof; Senior Lecture; Lecture). | <a href="#">Part of Position in the Institution[1]</a> |          | Part of Position in the Program |          | Additional Employment<br>(outside the institution) |              |          | Area of Specialization   | Courses taught by the staff member       |              |                                     | Additional Tasks in Institution | <a href="#">No. of Grad Students supervised[2]</a> |               |
|----------------------|--------|-----------------|--|--|----------|---------------------------------|----------|--|--------------|----------|--|--|--------------|-------------------------------------|---------------------------------|--|---------------|
|                      |        |                 |  |  |          |                                 |          | Name of Employer                                   | Weekly Hours | Per Cent |  | Name of Course                           | Weekly Hours | Total Weekly Hours for Staff member |                                 |  |               |
| First                | Family | Academic Degree |  | Weekly Hours   | Per Cent | Weekly Hours                    | Per Cent |  |              |          |  |  |              |                                     |                                 | Master students                                    | Ph.D students |
| Robert               | Brody  | Prof.           | Full   | 6  | 100      | identical                       |          |  |              |          | The Geonic literature, the Mishnaic literature and the Babylonian Talmud | 1. PIRQOY BEN BABOY                      | 1            | 6                                   |                                 | 1  | 3             |
|                      |        |                 |  |  |          |                                 |          |  |              |          |  | 2. MISHNAH AND TOSEFTA TRACTATE SHEVU'OT | 1            |                                     |                                 |  |               |
|                      |        |                 |  |  |          |                                 |          |  |              |          |  | 3. BABYLONIAN TALMUD TRACTATE NEDARIM    | 2            |                                     |                                 |  |               |
|                      |        |                 |  |  |          |                                 |          |  |              |          |  | 4. STUDIES IN GEONIC RESPONSA            | 2            |                                     |                                 |  |               |

|         |         |       |      |                                 |     |           |       |   |   |   |   |   |     |     |   |   |   |
|---------|---------|-------|------|---------------------------------|-----|-----------|-------|---|---|---|---|---|-----|-----|---|---|---|
| Simcha  | Emanuel | Prof. | Full | On sabbatical, Usually 6        | 100 | identical |       |   |   |   | The medieval Rabbinic literature  |   |     |     |   |   |   |
| Menahem | Kister  | Prof. | Full | On a half sabbatical, Usually 6 | 100 | 2         | 33.33 | – | – | – | Biblical exegesis, Midrash, Second Temple literature, Qumran, Judaism and the New Testament, Judaism and Christianity in Antiquity, religious worldviews, Hebrew lexicography | 1. THE BINDING OF ISAAC IN POSTBIBLICAL LITERATURE, ESP. IN RABBINIC LITERATURE | 1   | 3   | 1. Director of the OrionCenter at the HebrewUniversity; 2. Coeditor of <i>Meghillot</i> ; 3. Coeditor of <i>Tarbiz</i>        | 1 | 1 |
|         |         |       |      |                                 |     |           |       |   |   |   |   | 2. PANORAMIC VIEWS ON THE BIBLICAL PERIOD IN ANTIQUITY **                       | 1   |     |   |   |   |
|         |         |       |      |                                 |     |           |       |   |   |   |   | 3. STUDIES IN THE ARAMAIC TARGUMS OF THE BIBLE *, **                            | 1   |     |   |   |   |
| Shlomo  | Naeh    | Prof. | Full | 6.5                             | 100 | 4.5       | 69.2  | – | – | – | The Tannaitic and Amoraic literature, its language and its thought  | 1. BABYLONIAN TALMUD, TRACTATE BAVA BATRA                                       | 2.5 | 6.5 | Head of Department; Member of the appointment committee for promotions; Chair of the Academic Committee of the Gugenheim Fund | 3 | 5 |
|         |         |       |      |                                 |     |           |       |   |   |   |   | 2. INTRODUCTION TO PALESTINIAN TALMUD   | 1   |     |   |   |   |
|         |         |       |      |                                 |     |           |       |   |   |   |   | 3. ONE SUGYA AND ITS PARALLELS IN PT  | 1   |     |   |   |   |

|      |           |       |          |   |        |      |         |  |  |  |  |   |   |   |                                      |   |   |
|------|-----------|-------|----------|---|--------|------|---------|--|--|--|--|---|---|---|--------------------------------------|---|---|
|      |           |       |          |   |        |      |         |  |  |  |  | 4. CHAPTER 16<br>IN TRACTATE<br>SHABBAT *, **                                 | 1 |   | for the Research<br>of Jewish Ethics |   |   |
|      |           |       |          |   |        |      |         |  |  |  |  | 5. THE<br>FESTIVALS IN<br>THE BIBLE AND<br>RABBINIC<br>LITERATURE *,<br>**    | 1 |   |                                      |   |   |
| Yoav | Rosenthal | Ph.D. | Lecturer | 6 | 100*** | 5*** | 83.3*** |  |  |  | Babylonian<br>Talmud,<br>Mishnah,<br>Tosefta | 1. EARLY TEXTS<br>QUOTED IN<br>RABBINIC<br>LITERATURE                         | 1 | 6 |                                      | 2 | 1 |
|      |           |       |          |   |        |      |         |  |  |  |  | 2. GENESIS<br>RABBAH - TEXT<br>AND<br>REDACTION                               | 1 |   |                                      |   |   |
|      |           |       |          |   |        |      |         |  |  |  |  | 3.<br>INTRODUCTION<br>TO THE<br>MISHNAH                                       | 1 |   |                                      |   |   |
|      |           |       |          |   |        |      |         |  |  |  |  | 4. TEXTUAL<br>TRADITIONS OF<br>THE<br>BABYLONIAN<br>TALMUD                    | 2 |   |                                      |   |   |
|      |           |       |          |   |        |      |         |  |  |  |  | 5. THE<br>BABYLONIAN<br>TALMUD –<br>SELECTED<br>TEXTS<br>(BEGINNERS) *,<br>** | 1 |   |                                      |   |   |

\* For students from other departments

\*\* The course is taught by another department

\*\*\* His part of position in the department – 50% (3 hours); in the school – 50% (3 hours); in this year he teaches 2 of 3 hours of the school in the department.

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

| Name of staff member |         |                 | Employment Rank | <u>Part of Position in the Institution[1]</u> |          | Part of Position in the Program |          | Additional Employment (outside the institution) |                  |          | Area of Specialization | Courses taught by the staff member  |              |                                     | Additional Tasks in Institution |
|----------------------|---------|-----------------|-----------------|---|----------|---------------------------------|----------|---|------------------|----------|------------------------|---|--------------|-------------------------------------|---------------------------------|
|                      |         |                 |                 |   |          |                                 |          | Name of Employer                                | Part of Position |          |                        | Name of Course  | Weekly Hours | Total Weekly Hours for Staff member |                                 |
| First                | Family  | Academic Degree |                 | Weekly Hours                                  | Per Cent | Weekly Hours                    | Per Cent |   | Weekly Hours     | Per Cent |                        |   |              |                                     |                                 |
| Hallel               | Beitner | MA              | Tas             | 4   | 50       | 2                               | 25       | Yeshivat Maale Gilboa                           | 2                | 10       | Halakhic Midrashim     | 1. STUDIES IN TALMUDIC LITERATURE AND ITS RESEARCH                                | 2            | 4                                   |                                 |
|                      |         |                 |                 |   |          |                                 |          |   |                  |          |                        | 2. BIBLIOGRAPHY GUIDANCE  | 1            |                                     |                                 |
|                      |         |                 |                 |   |          |                                 |          |   |                  |          |                        | 3. BETWEEN TWO METHODS OF MIDRASH - COMPARATIVE READING IN THE HALACHIC MIDRASHIM | 1            |                                     |                                 |

|        |         |    |     |   |  |  |  |  |  |  |  |  |   |   |  |
|--------|---------|----|-----|---|--|--|--|--|--|--|--|--|---|---|--|
| Aharon | Glatzer | MA | Tas | 4 |  |  |  |  |  |  |  | TALMUD<br>PREPARATORY<br>COURSE *                            | 4 | 4 |  |
| David  | Sabato  | MA | Tas | 2 |  |  |  |  |  |  |  | STUDIES IN THE<br>BABYLONIAN<br>TALMUD AND<br>ITS RESEARCH * | 2 | 2 |  |
| Ella   | Tovia   | MA | Tas | 4 |  |  |  |  |  |  |  | TALMUD<br>PREPARATORY<br>COURSE *                            | 4 | 4 |  |
| Shlomo | Tzemach | MA | Tas | 4 |  |  |  |  |  |  |  | TALMUD<br>PREPARATORY<br>COURSE *                            | 4 | 4 |  |
|        |         |    |     |   |  |  |  |  |  |  |  |  |   |   |  |

\* For students from other departments

**Table 7 - Adjunct Faculty 2014–2015 תשע"ה**

| Name of Lecturer |           |                 | Employment Rank | Weekly Lecturing Hours     | Area of Specialization   | Courses taught by the Lecturer | Additional Tasks in Institution |
|------------------|-----------|-----------------|-----------------|----------------------------|--|--------------------------------|---------------------------------|
| First            | Family    | Academic degree |                 |                            |  |                                |                                 |
| David            | Rosenthal | Prof. emeritus  | volunteer       | 1 (in cornerstone program) | The Mishnaic literature and the Amoraic literature                   | 1                              |                                 |
| Menahem          | Kahana    | Prof. emeritus  | volunteer       | 2                          | The Tannaic <i>Midrashim</i> , the Mishnah and the Babylonian Talmud | 1                              |                                 |
|                  |           |                 |                 |                            |  |                                |                                 |

- 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?

The department does not appoint faculty members. It has a say in appointments but these are made on the authority of professional committees, search committees and appointment committees of the Faculty of Humanities and the university. The complete and detailed protocol for appointments is available on the Internet:

<http://academic-secretary.huji.ac.il/mini/minuyim/?cmd=mini.322>

The following is a brief summary.

#### New Appointments at the Rank of Lecturer or Senior Lecturer (without tenure)

A new appointment is conditional on certification of the existence of an unfilled slot in the budget of the Faculty (or School) and must conform with the long-range development plans of the Faculty.

The individual appointed to the rank of lecturer or (untenured) senior lecturer will be the holder of a doctoral degree (Ph.D. or equivalent) and usually will have completed additional training, who has demonstrated progress in research and whose work demonstrates clear potential to become a leading researcher and teacher in his or her field.

The rank of (untenured) senior lecturer will be granted to individuals whose work demonstrates independence, creativity and productivity in research and has achieved recognition among researchers in the field, and who has significant publications beyond the doctorate.

An appointment in the regular academic track will be full-time.

The procedure for a new appointment includes the following steps:



- (1) A public tender (except in unique circumstances with the rector's approval);
- (2) Discussion in a search committee;
- (3) Discussion in the Faculty appointments committee;
- (4) Decision by the dean;
- (5) Approval by the rector and president.

Candidates for a new appointment must supply the following documents:

- (1) Curriculum vitae in English;
- (2) List of publications;
- (3) A scholarly biography in English, describing the candidate's scientific work to Date and plans for the future;
- (4) Copies of central academic publications;
- (5) Reports on teaching and student feedback from other institutions;
- (6) References from experts who are well acquainted with the candidate, which will be sent by these experts directly to the head of the relevant academic unit and will relate to the candidate's achievements in research, academic potential, personal qualities and suitability for an appointment in the regular academic track.

#### Search committee

The search committee will conduct a preliminary survey of the candidates and decide which of them are worthy of further consideration. For these candidates, reports on their work will be solicited from additional experts outside the Hebrew University, or on rare occasions within it. The search committee will rank the candidates whom it has found worthy of appointment according to their academic excellence and recommend the rank to be offered each of them.

#### The Faculty appointment committee

The full dossier of the candidate, including the additional reports solicited by the search committee, will be brought before the appointment committee of the Faculty, as will detailed recommendations by the chair of the department or institute, which will include detailed discussion of the need for the appointment in view of the unit's requirements in research and teaching and a detailed plan for the candidate's integration.

The discussion in the Faculty appointment committee will be summarized in a detailed report which will relate to all the materials submitted to it, with emphasis on the candidate's academic level and suitability to the development plan of the Faculty. The report will detail the opinions expressed, pro and con. The committee will make its decision by secret ballot.

#### Dean

The dean will summarize the dossier, with reference to the appointment requested in the context of the Faculty's development plan and the way the candidate was selected, in a letter to the president and the rector.

#### President and rector

Every decision on a new appointment at the rank of lecturer or untenured senior lecture requires ratification by both the rector and the president.

#### Period of the appointment

The initial period of appointment will be four years, with the possibility of extension to six years, and exceptionally to seven. The initial appointment of a faculty member who gives birth will be extended by a year for each birth.

Towards the end of the third year, and not later than the beginning of the fourth year, of the appointment, the dean will prepare a dossier which includes the following documents:

- (1) Curriculum vitae in English;
- (2) List of publications;
- (3) A scholarly biography in which the candidate details his or her most important scientific contributions to the field and future plans;
- (4) A recommendation for promotion (if appropriate);
- (5) The Faculty appointment committee's report from the initial appointment;
- (6) A report on the candidate's research, academic activities, etc.

The dean, with the approval of the rector, will convene a professional committee. The dean will submit the dossier to the professional committee and instruct it to discuss and report on the candidate.

The professional committee will recommend one of the following options to the dean:

- (1) Beginning procedures for promotion and the granting of tenure, or for granting tenure alone at the rank of senior lecturer, and extending the appointment for this purpose;
- (2) Not extending the appointment at the end of the fourth year;
- (3) Extending the appointment for a period of not more than two years.

If in the course of the committee's deliberations it seems likely that the committee will recommend not extending the candidate's appointment at the end of the fourth year, the committee will stop its deliberations and report to the dean so that a hearing will be held.

After receiving the committee's report the dean will decide how to proceed and inform the faculty member of the decision. A copy of the report and the dean's notification to the faculty member will be brought to the attention of the rector.

If, after receiving the appointment committee's report, the dean is considering the possibility of not renewing the appointment at the end of four years, rules for a hearing conducted by the dean will apply.

If the dean has decided not to renew an appointment at the end of the fourth year, the rector is to be notified.

If the dean has decided to renew an appointment, the dean or the dean's representative will meet with the faculty member and discuss the essential points of the professional committee's report, including lessons to be learned with regard to continued employment in anticipation of deliberations on the granting of tenure. A written summary of the discussion will be sent to the faculty member.

If the dean has decided to open proceedings for promotion and tenure, or for the granting of tenure alone at the rank of senior lecturer, and as notified the rector in advance as specified in section 21b2 of the regulations, proceedings will continue as follows.

## **B. New appointments at the rank of Associate Professor and above**

### **Qualifications for the appointment**

A researcher whose work demonstrates continued creativity and productivity in research and has been recognized by researchers worldwide in the field may be appointed associate professor.

A researcher whose work demonstrates continued creativity and productivity in research, and who has made a mark and achieved international standing in his or her field may be appointed full professor.

#### The appointment procedure

The procedure for a new appointment at the rank of associate professor or full professor includes the following steps:

- (1) A public tender;
- (2) Discussion in the search committee;
- (3) The dean's decision to continue the procedure;
- (4) External consultation;
- (5) Discussion in the Faculty appointment committee;
- (6) The dean's decision;
- (7) Discussion in the university appointment committee;
- (8) Ratification by the president and rector.

#### Candidacy and preparing the dossier

A candidate for a new appointment at the rank of associate professor or full professor must attach to the application the following documents:

- (1) Curriculum vitae in English;
- (2) List of publications;
- (3) Scientific biography in English, detailing the candidate's most important contributions to the field and plans for the future;
- (4) Copies of central academic publications;
- (5) Report on teaching and student feedback from other institutions;
- (6) Detailed recommendations from the head of the department or institute which must also relate in detail to the need for the appointment in view of the unit's research and teaching needs and a plan for the candidate's integration.

#### Search committee

A proposal for a new appointment at the rank of associate professor or full professor will be discussed by a search committee. If the search committee finds that the candidate is worthy of appointment at one of these ranks, it will prepare a report on the candidate which will serve as the basis for the dean's decision to continue procedures for an appointment at these ranks.

#### The Faculty appointment committee, the dean, and the university appointment committee

After external consultations have been completed, the dossier will be brought up for discussion in the Faculty appointment committee and afterwards in the university appointment committee.

#### Trial period

The trial period in an initial appointment as associate professor is three years. The total trial period for an associate professor may not exceed five years.

An associate professor may be granted tenure before the end of the trial period, and in exceptional cases from the beginning of the appointment.

Initial appointment at the rank of full professor normally includes tenure. It is possible to appoint a full professor for a trial period of three years.

#### Expedited procedure for a new appointment

In cases in which it is urgent to make a new appointment at the rank of associate professor or full professor, it is possible to skip the discussion in the committee for appointment granting tenure, and the dean may present the dossier for the ratification of the president and rector in an expedited procedure. The appointment of a faculty member in an expedited procedure will be for three years without tenure. The appointment may be extended for a period not exceeding two years after discussion in a professional committee. If the initial appointment was by an expedited procedure, the full procedure will be followed when tenure is granted.

### **C. Procedures concerned with granting of tenure and promotions during the trial period**

#### The rank of tenure

Tenure may be granted at the rank of senior lecturer and above.

#### End of the trial period

#### Procedure of appointment

A procedure for granting tenure at the end of the trial period includes the following steps:

- (1) Discussion in a professional committee;
- (2) Decision by the dean;
- (3) External consultation;
- (4) Discussion in the university appointment committee;
- (5) Ratification by the president and rector.

#### Preparation of the dossier

Towards the end of the trial period of a faculty member at the rank of lecturer and above, the dean will prepare a dossier including the following documents:

- (1) Curriculum vitae in English;
- (2) List of publications;
- (3) A scholarly biography in English, describing the candidate's scientific work to date and plans for the future;
- (4) Recommendation for promotion (if appropriate);
- (5) Reports on teaching and academic activities, on visits to classes and student feedback;
- (6) Report from the Faculty appointment committee on the initial appointment;
- (7) Report from the professional committee at the end of the first trial period;
- (8) Report of the university appointment committee (if it exists).

#### The professional committee

The dean, with the approval of the rector, will convene a professional committee. The dean will submit the dossier to the professional committee and instruct it to discuss and prepare a report on the candidate.

Immediately after receiving and studying the dossier, the committee will propose to the dean a list of 10-12 external consultants, unless the possibility arises that the committee will recommend terminating the candidate's employment.

The professional committee will submit its report to the dean within two months from the time it is appointed.

(A) The professional committee may recommend one of the following options:

(1) For a faculty member at the rank of lecturer – promotion with tenure or termination of employment;

(2) For a senior lecturer or associate professor – granting of tenure, or promotion with tenure, or termination of employment;

(3) For a full professor – granting of tenure or termination of employment.

(B) In exceptional cases only the committee may recommend extending the trial period for an additional year, for academic reasons.

(C) If in the course of deliberations in the professional committee the possibility arises that the committee will recommend terminating the candidate's employment, the committee will stop its deliberations and report this to the dean, for a hearing to be held.

#### The dean's handling of the professional committee's report

If after receiving the professional committee's report the dean is considering the possibility of terminating the faculty member's employment, the rules for conducting a hearing will apply.

If the dean finds, in light of the professional committee's report and taking into account the hearing which has been conducted, that the faculty member's employment should be terminated, the dean will inform him or her of this.

If the dean decides, in light of the professional committee's report, to continue with the proceedings, the dean will inform the faculty member of this decision.

#### External consultation

After receiving the professional committee's proposal for external consultation, the dean will decide on the makeup of the external consultation.

#### Hearing

If, after completing the external consultation and before writing the letter summarizing the dossier, the dean thinks it is possible that the university appointment committee will decide to terminate the faculty member's employment, the rules governing hearings will apply.

#### Discussion in the university appointment committee

After receiving the report of the professional committee and responses of the external consultants, the dean will transmit the dossier to the committee for appointments which grant tenure. If the possibility of not granting tenure to the faculty member arises in the course of deliberations in the appointment committee and the faculty member has not previously been granted a hearing, the committee will stop its discussions in order for a hearing to be held.

A protocol of discussions in the appointment committee will be kept and the opinions expressed for and against the promotion recorded in it. Voting will be secret and final.

All decisions of the appointment committee will be ratified by the president and rector.

If the president and rector decide to conduct a further discussion before the higher appointment committee and believe there is a possibility that the committee will decide not to grant tenure and the faculty member has not previously had a hearing, the president and rector will conduct a hearing for the faculty member before the meeting.

Promotion or grant of tenure before completion of the trial period

Promotion of a lecturer or untenured senior lecturer or associate professor entails granting of tenure. Nevertheless, it is possible to promote a lecturer to the rank of senior lecturer for a trial period without tenure.

If a proposal to promote a lecturer after four years have passed since his or her initial appointment is presented to the appointment committee, this promotion entails tenure.

#### Expedited procedure for tenure

If it is proposed to grant tenure to a senior lecturer within four years of initial appointment or to an associate professor within three years of initial appointment, it is possible to follow an expedited procedure for tenure on condition that the initial appointment followed a full procedure and that the appointment committee (including the upper appointment committee) has voted on this option. In an expedited tenure procedure the dean submits the dossier directly to the president and rector for ratification, without discussion in the university appointment committee.

### **D. Promotion of tenured faculty members from senior lecturer to associate professor**

#### The promotion procedure

The procedure for promotion of a tenured senior lecturer to associate professor includes the following steps:

- (1) The dean's decision to begin the procedure;
- (2) Discussion in the professional committee;
- (3) The dean's recommendation;
- (4) Ratification by the president and rector (or transfer to the upper appointment committee).

#### The initiative for promotion

The initiative to promote a tenured senior lecturer to associate professor may come from any tenured faculty member. The proposal will be submitted to the dean. The dean will survey all faculty members who have spent five years at the rank of senior lecturer and whose promotion has not been initiated in order to determine whether the time has come to begin procedures for their promotion.

#### The dean's authority in furthering the initiative for promotion

The dean is authorized to decide whether to further the initiative for promotion. If the dean decides in the negative, he or she will explain the decision in writing to the rector.

### **E. Promotion of tenured faculty members to full professor**

#### The promotion procedure

The procedure for promotion of a tenured faculty member to full professor includes the following steps:

- (1) Decision by the dean to begin proceedings;
- (2) Discussion in the professional committee;
- (3) Decision by the dean to continue proceedings;
- (4) External consultation;
- (5) Decision by the dean;
- (6) Discussion in the university appointment committee;
- (7) Ratification by the president and rector.

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

The full regulations, the gist of which was spelled out above, are published on the Internet. As described, the first step of the procedure is a public tender, which also ensures that candidates are aware of the existence of an appointment procedure.

D. How is the faculty members divided into areas of specialty in the discipline?

Studies in the department are divided into four areas: tannaitic literature (Mishnah, Tosefta and halakhic midrashim), the Talmuds (Babylonian and Palestinian), "the world of the sages" (Second Temple literature, aggadic midrashim, beliefs and opinions of the sages, Talmudic realia, history of the Halakha); rabbinic literature (literature of the Geonim and medieval authorities). Each faculty member is expert in a particular area but also handles others as needed. For example, the Babylonian Talmud is the core of the department, and almost all department members teach it in addition to their primary specialties. Most faculty members offer a course in "the world of the sages", in an aspect which touches on their specialties, from time to time.

The areas of specialization of the current members of the faculty are as follows: Prof. Brody – Geonic literature, Mishnah and Tosefta, Babylonian Talmud; Prof. Naeh - Palestinian Talmud, Babylonian Talmud (Prof. Naeh teaches courses in the thought of the sages in the Department of Jewish Thought and the Talmud Department cites them when appropriate); Prof. Kister – aggadic midrashim (Prof. Kister teaches early Biblical exegesis and Second Temple literature in the Bible Department and the program in Second Temple studies, and the Talmud Department cites them when appropriate); Dr. Y. Rosenthal – Mishnah, Tosefta and Babylonian Talmud. The retirement of Prof. D. Rosenthal and Prof. M. Kahana, and Prof. Brody's upcoming retirement, severely limit the department's teaching abilities. Even more seriously, they endanger important areas of instruction in which the retirees are the leading experts: halakhic midrashim and Geonic literature. As "first aid" the department relies on courses taught by retired faculty members on a voluntary basis, but this is insufficient to maintain these subjects in a way which permits developing them and directing new students.

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

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

The department has produced excellent female students, some of whom have taught preparatory courses in Talmud at the B.A. and M.A. levels in the framework of the Institute for Jewish Studies, but thus far it has not been possible to hire them for regular faculty positions in the department (some of them teach in other universities). There are currently no women among the senior faculty members in the department. The junior faculty includes one woman (out of five faculty members).

- Are there any policies supporting recruitment and promotion of women, in the department or at the

institutional level? (e.g. proactive recruitment of woman; affirmative actions; adjusted promotion rules in light of maternity leave etc.) Are there any other activities in that regard?

The university's gender policy is as follows: "The Hebrew University is an institution of higher education based on the values of knowledge, truth and justice, and dedicated to research, dissemination and transmission of these values. As a result, and 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."

The Talmud Department does not have a special gender policy. When choosing junior faculty, the department pursues a policy of affirmative action wherever possible. The choice of new senior faculty is not made by the department but by Faculty and university committees. The Faculty also has a policy of pursuing affirmative action where possible.

The advancement of faculty members is decided by university committees and not by the department. In discussions of promotion, committee members take into consideration the particular needs of faculty members who are mothers.

- 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.)

According to university regulation, students are entitled to significant accommodations in their terms of study in case of the birth or adoption of children and similar circumstances. In addition, the department takes full account of the needs of students who are mothers in formulating assignments and the dates of examinations and due dates of assignments. Our small size enables us to deal with every such case individually in a satisfactory manner.

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

The department identifies completely with the policy of the university in seeking full gender equality, and makes every effort to advance female students and researchers.



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

Prof. Batsheva Kerem of the Institute of Life Sciences is the adviser on gender affairs to the president of the university. She is responsible for conducting relevant research and preparing reports and additional activities to advance the status of women in the academy. According to her "advancing gender equality is a central goal of the academy, both for reasons of fairness and justice and in order to advance academic excellence per se". There is no one specifically responsible for gender issues in the Faculty or department.

- 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.

Since its founding 90 years ago, the faculty members of the Talmud Department have been among the leading researchers in Jewish Studies in their areas, many of them with international reputations. They engage intensively in research and teaching and keep up to date with research in their field. The department has no apparatus to ensure this nor a specific plan for professional advancement. To the best of our knowledge this is true of the university as a whole.

- 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 position of department chair has long been occupied by all faculty members of the department in rotation. The chair is elected by all the faculty members for a term of two or three years. The chair is responsible for preparing the course offerings and for administrative and educational aspects of the department, including the appointment of junior faculty members and managing the department budget in cooperation with the administration of the Faculty. The chair is in regular contact with the dean of the Faculty on all matters concerning the administration and needs of the department and its conduct within the Faculty. Of course the chair is also the address for student requests.

- 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 described above, the department does not choose new faculty members itself but has a role in this process. 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.

The appointment of junior faculty members is up to the department (in coordination with the Faculty administration). In these appointments the emphasis is on teaching ability and preference is given to women.

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 weekly. Faculty members who are occupied in demanding administrative posts are excused some teaching in accordance with the scope of the post. Each faculty member in the department teaches 4 hours weekly of B.A. courses and 2 hours weekly of M.A. courses.

Junior faculty positions are temporary, at the rank of assistant (Ph.D. students), teaching assistants (M.A. 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 weekly. Employment in the last 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 Talmud for B.A. and M.A. students as well as some courses in the regular program for B.A. 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. In the serious financial crisis prevailing in the Faculty in recent years, the sum allocated to the Talmud Department is very limited (in 2015 we received funding for 16 hours of teaching, 14 of them in preparatory courses which do not serve the department and only two for teaching in the department).

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 system for requiring faculty members to direct advanced students. Each faculty member naturally directs several students in preparing M.A. theses and Ph.D. dissertations. According to university regulations, each faculty member may direct up to five Ph.D. students. Mentoring advanced students is one of the criteria for receiving an addition to salary. There are no criteria for matching mentors and students, but as described above, in a small department this comes about naturally through 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 secretary deals with the administrative conduct of the department, connections with other units in the institution and the Faculty, and occasional administrative needs. There is one secretary shared by three departments: Bible, Talmud and Jewish thought. 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)?

The strength of the department was always in the outstanding caliber of research of its faculty members. By its nature this is a small department with a relatively small number of faculty members. Until two years ago the department had six faculty members with a total of 4.5 full-time equivalencies. This is a small number but adequate for the needs of instruction and to maintain a basic program in a field like ours. Prof. Kahana retired last year and Prof. Brody will retire next year. Both held full-time positions and their retirement will leave the department with 2.5 full-time equivalencies (Prof. Emanuel – 1; Prof. Kister – 1/3; Prof. Naeh – 2/3; Dr. Rosenthal – 1/2; the School of Philosophy "lends" the department part of Dr. Rosenthal's half position, which gives us the benefit of an additional course). Prof. Kister will retire in 2019. The shrinkage in faculty positions places the department in a critical position. The shortage in regular faculty positions will make it impossible to conduct an independent program of study and to offer the students a minimal degree of choice in courses and instructors. Not only is there a shortage of manpower, but there is a very worrying constriction in teaching and research in areas where the retiring professors are the leading experts (halakhic midrashim and Geonic literature). In this situation it will be extremely difficult, if not impossible, to maintain the program of study required by the department. The program is already minimal and very far from the academic ideal of a structured program which also offers some choice in each area of study. In order to approach this ideal the department needs two additional faculty members; a single faculty member would make it possible to maintain a minimal program with great difficulty. In our opinion the department cannot continue in its present condition for more than another year or two, so the decision to provide at least one additional faculty member is a decision to continue the existence of the department.

With regard to the administrative staff we are a small department with modest needs. We are satisfied with the work done by the department secretary and the secretariat of the School of Philosophy.

## **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 research conducted in the department, in all the areas studied, is classic textual critical research based on a firm philological foundation, in the research tradition established by the founders of the department and the great scholars who have taught in it, as refined and crystallized in the last generations. The clear understanding of all the faculty members of the department is that philological criticism of the text and investigation of its contents are inseparably intertwined. Our research is based on the fundamental conviction that reliable textual investigation is the correct and stable basis for an understanding of the texts and their contents which is at once profound, creative and innovative, and the starting point for any literary, historical or conceptual research based on the texts. This conviction finds clear expression in the research conducted by the faculty members of the department. Their research in all areas of Talmudic literature are very varied and reach a high level of exegesis and of research into the development of texts and ideas, as may easily be seen from their publications detailed in the attached lists.

The Talmud Department is the flagship of this sort of research in the field of Talmud in Israel and worldwide and is widely recognized as such. Many of the department's members in the past and the present have earned the most prestigious prizes awarded in Israel: six Israel Prizes (Prof. E.E. Urbach, 1955; Prof. H. Albeck, 1957; Prof. H.Z. Dimitrovsky, 1994; Prof. Y. Sussmann, 1997; Prof. A. Goldberg, 2000; Prof. I. Ta-Shman, 2003), and three have received the Emet Prize (Prof. I. Ta-Shman, 2002; Prof. Y. Sussmann, 2006; Prof. M. Kahana, 2009). The Talmud Department has produced many scholars who occupy senior positions in universities in Israel and the world. In addition to those who teach or have taught in the department, there are many faculty members in other universities who received their training in the department. In the last generation we may mention: Prof. L. Moscovitz (Bar-Ilan University), Dr. M. Sabato (Bar-Ilan University), Prof. Adiel Shremer (Bar-Ilan University), Prof. M.B. Lerner (Tel Aviv University), Prof. Vered Noam (Tel Aviv University), Prof. M. Assis (Tel Aviv University), Prof. Uri Erlich (Ben Gurion University), Dr. Rami Reiner (Ben Gurion University), Dr. Yair Furstenburg (Ben Gurion University), Dr. Michal Bar-Asher Siegal (Ben Gurion University), Prof. Eliezer Segal (Calgary university), Prof. Menahem Zvi Fox and Prof. Tirza Meacham (University of Toronto), Dr. Uzi Fuchs (Herzog College), Dr. Mira Balberg (Northwestern University), and others.

The department's researchers regularly publish articles and books at the highest level and in leading journals, as may be seen from the attached lists of publications. The last few years have seen an outpouring of publications by the department's teachers. Several giant projects, on which their authors worked for decades, have been completed, and other projects are nearing completion. Among these publications we may mention: the Catalogue of Talmudic Manuscripts (Yaakov Sussmann with the assistance of Yoav Rosenthal, three large volumes), a work which was prepared over decades and whose publication foreshadows a real revolution in Talmudic research); a critical edition of Sifre Numbers in five volumes (Menahem Kahana),

which sets a new standard for critical editions of Talmudic literature a critical edition of the responsa of R. Solomon Ibn Adret (H.Z. Dimitrovsky); a critical edition of Hayya Gaon's Laws of Oaths (Shraga Abramson, prepared for publication by Robert Brody); Otzar ha-Geonim (a revival of a large-scale project from the 1920's-1940's) on tractate Bava Mezi'a and (to appear shortly) on tractate Bava Batra (Robert Brody, who has also published three other books in the last two years); and the Responsa of R. Meir of Rothenburg in two volumes (Simcha Emanuel).

These works have appeared in the last three years but represent the fruit of many years of labor. The department's faculty members are involved in many research projects. Aside from the funded projects listed in Table 8, we may mention the Orion Center (Prof. Kister), the European Genizah Project (Prof. Emanuel), the Friedberg Genizah Project (Prof. Kahana), and the "hakhi garsinan" project of Genazim which is planned to display computer-generated synopses of all manuscripts of the Babylonian Talmud, including fragments in the Cairo and European Genizah and early printed editions (Prof. Kahana and Prof. Naeh). The department's researchers win competitive research grants and other research budgets and conduct collaborative research with scholars in Israel and throughout the world.

- 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 - ResearchResources- last 3 years**

| name and rank<br>(Full/associate Prof; Senior Lecturer; Lecturer) | Main Research Area                      | research funds raised<br>in the past 3 years<br>(total amount from<br>resource) | Grant Source                        | Duration of the<br>grant |
|---|---|---|-------------------------------------|--------------------------|
| Robert Brody, Full Prof.  | Geonic literature                       | \$148,500   | ISF                                 | 4 years                  |
| Simcha Emanuel, Full Prof.  | Talmud Commentaries and Biblical        | \$ 56,000   | ISF                                 | 3 years                  |
|   | Hebrew liturgy                          | \$ 117,000  | ISF                                 | 4 years                  |
|   | European Genizah                        | \$ 3000   | HU MOP Authority                    | 1 year (2015)            |
| Shlomo Naeh, Full Prof.   | Biblical Studies (The HU Bible Project) | \$ 142,000  | ISF                                 | 4 years                  |
|   | Early Midrash                           | \$ 85,000   | Lower Saxony<br>Ministry of Science | 2.5 years                |
| Yoav Rosenthal, Lecturer  | Babylonian Talmud                       | \$ 135,000  | ISF                                 | 4 years                  |
|   |   |   |                                     |                          |

- 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).

**Table 9 - Research Activities- last 3 years**

| Name of faculty member, rank | Fields of research/ specialization                        |   | name of publication ( שם מאמר מלא)  | 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 (students that take an active part in the research, not subjects of your research) |
|------------------------------|---|---|---|---|--|--|--|
| Robert Brody, Full Prof.     | Geonic literature, Mishnah and Tosefta, Babylonian Talmud | 1 | <i>Otzar ha-Geonim to tractate Bava Metzi'a</i> (with C. Cohen and Y.Z. Stampfer) | Ofeq  |  |  | 3  |
|                              |   | 2 | <i>Mishnah and Tosefta Studies</i>  | Magnes  |  |  |  |
|                              |   | 3 | <i>Halachic Writings of Saadiah Gaon</i>  | Yad ha-Rav Nissim                                 |  |  |  |
|                              |   | 4 | <i>Mishnah and Tosefta Ketubbot: Text, Exegesis and Redaction</i>                 | Magnes  |  |  |  |
|                              |   | 5 | "One Mishnah and its Two Versions in the Palestinian Talmud"                      | Tarbiz  |  |  |  |

|                               |   |   |   |  |   |   |   |
|-------------------------------|---|---|---|--|---|---|---|
|                               |   | 6 | Review of H. Newman,<br><i>Sefer ha-Ma'asim</i>   | <i>Cathedra</i>  |   |   |   |
|                               |   | 7 | "Petoterot and Benot<br>Shuah"  | <i>Jewish Studies Internet<br/>Journal</i>   |   |   |   |
| Simcha Emanuel, Full<br>Prof. | Halakhic literature in<br>the Middle Ages | 1 | <i>Responsa of Rabbi<br/>Me'ir of Rothenburg<br/>and his Colleagues, 2<br/>vols.</i>          | Jerusalem: World Union<br>of Jewish Studies<br>and the Rabbi David<br>Moses and Amalia<br>Rosen Foundation,<br>2012  | מה בדבר הוועדה<br>הבינלאומית של גניזת<br>אירופה | 2010 - 2013: A Vice-<br>Chairman of<br>Disciplinary Tribunal<br>for Students.<br>2012 - 2013: Head of<br>the Department of<br>Talmud and Halacha<br>2013 - : Incumbent<br>of Ludwig<br>Jesselson Chair<br>of Codicology and<br>Palaeography.<br>Rav Kook Prize for<br>Talmud Research<br>(Tel Aviv Municipality,<br>2012) | 5 |
|                               |   | 2 | <i>Ginze Europe, vol. 1.</i>  | Mekize Nirdamim Press<br>(in press)  |   |   |   |
|                               |   | 3 | 'The Struggle for<br>Provençal Halakhic<br>Independence in the<br>Thirteenth Century'         | <i>Hispania Judaica<br/>Bulletin</i> 9 (2013), pp. 5-<br>14  |   |   |   |
|                               |   | 4 | 'Books that changed<br>the course the<br>Research'  | <i>From Oblivion to the<br/>Bookshelf: The 150th<br/>Anniversary of Mekize<br/>Nirdamim</i> , Jerusalem,<br>Mekize Nirdamim<br>Institute, Jerusalem<br>2013, pp. 15-18 |   |   |   |
|                               |   | 5 | 'From First to Third<br>Person: A Study in the<br>Culture of Writing in<br>Medieval Ashkenaz' | <i>Tarbiz</i> 81 (2013), pp.<br>431-457  |   |   |   |
|                               |   | 6 | 'Fires and Crimes in the<br>Late Middle Ages:<br>Testimonies from the                         | Y. Ben-Naeh (and other,<br>eds.), <i>Studies in Jewish<br/>History Presented to</i>  |   |   |   |

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|--|--|----|---|---|--|--|--|
|  |  |    | Halakhic Literature' (in Hebrew)  | <i>Joseph Hacker, Jerusalem, Zalman Shazar Center 2014, pp. 157-169</i>   |  |  |  |
|  |  | 7  | 'A fragment of R. El'azar of Worms' Commentary to Psalms', (in Hebrew)      | <i>Kobez Al Yad 22 (2014), pp. 115-135</i>  |  |  |  |
|  |  | 8  | 'The First Autograph of the Tosafists from the European Genizah'            | Andreas Lehnardt and Judith Olzsow-Schlanger (eds.), <i>Books within Books - New Discoveries in Old Book Bindings</i> , Leiden and Boston, Brill, 2014, pp. 31-42 |  |  |  |
|  |  | 9  | 'German Sages in the Thirteenth Century: Continuity or Crisis?' (in Hebrew) | <i>Tarbiz 82 (2014), pp. 549-567</i>  |  |  |  |
|  |  | 10 | 'Did R. Meir of Rothenburg Refuse to be Freed from Prison?' (in Hebrew)     | <i>Netuim 19 (2014), pp. 155-169</i>  |  |  |  |
|  |  | 11 | 'Pereq Hoq Ha-Yom' (in press)   | M. Butler and M.E. Frankston(eds.), <i>Essays for a Jewish Lifetime: The Burton D. Morris Jubilee Volume</i>  |  |  |  |
|  |  | 12 | 'The Responsa of R. Shlomo Aderet (Rashba) to the Sages                     | M. Assis and others (eds.), <i>Studies in Judaica in Memory</i>   |  |  |  |



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|----------------------------|--|----|---|--|---|---|---|
|                            |  |    | of Acre' (in Hebrew, in press)  | <i>of Prof. Meir Benayahu</i> , Jerusalem, Yad HaRav Nissim Publishing House   |   |   |   |
|                            |  | 13 | 'Niddah in the Synagogue: New sources' (in Hebrew, in press).   | A. Ferziger (ed.), <i>Studies Presented to Prof. Daniel Sperber</i>  |   |   |   |
|                            |  | 14 | 'German Sages in the Thirteenth Century: Continuity or Crisis?',  | <i>Frankfurter Judaistische Beiträge</i> , 39 (2014), pp. 1-19   |   |   |   |
|                            |  | 15 | 'Manuscripts of Responsa by <i>Rashba</i> Possessed by <i>Poskim</i> in the Fifteenth-Nineteenth Centuries' (in Hebrew) | , <i>JSIJ – Jewish Studies, an Internet Journal</i> (in press)   |   |   |   |
| Menahem Kister, Full prof. | 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'                                  | A.M. Maeier, J. Magness, L.H. Schiffman(eds.), <i>Go Out and Study the Land (Judges 18:2): Archaeological, Historical and Textual Studies in Honor of Hanan Eshel</i> , Leiden 2012, pp. 69-93 | OrionCenter (2010-2015).<br>The Academy of the Hebrew Language. | J.L. Magnes Professor of Bible (since 2013).<br>Director of OrionCenter (2010-2015).<br>Coeditor of <i>Tarbiz</i> (since 2012).<br>Coeditor of <i>Meghillot</i> (since 2012).<br>Member of the academic committee of Magnes Press | 1 |
|                            |  | 2  | ' <i>Hawwa, Howa</i> : A Contribution to Biblical   | <i>Leshonenu</i> 74 (2012), pp. 13-24  |   |   |   |

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|--|--|---|--|---|--|--|--|
|  |  |   | Lexicography' (in Hebrew)  |   |  | (2011-2013).<br>Member of the Academy of the Hebrew Language.<br>Member of the editorial board of Dead Sea Discoveries.<br>Member of the editorial board of the volume on rabbinic literature at the Land of Israel in Antiquity (in progress) |  |
|  |  | 3 | 'Allegorical Interpretations of Biblical Narratives in Rabbinic Literature, Philo and Origen: Some Case Studies' | G.A. Anderson, R.A. Clements, D. Satran(eds.), <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> , Leiden 2013, pp. 133-183 |  |  |  |
|  |  | 4 | 'The Manifestations of God in the Midrashic Literature in Light of Christian Texts' (in Hebrew)                  | <i>Tarbiz</i> 81 (2013), pp. 103-142  |  |  |  |
|  |  | 5 | 'Affinity and Competition between Biblical Figures in Post-biblical Literature' (in Hebrew)                      | <i>Meghillot</i> 10 (2013), pp. 115-135   |  |  |  |
|  |  | 6 | 'Body and Sin: Romans and Colossians in Light  | J. S. Rey (ed.), <i>The Dead Sea Scrolls and Pauline</i>  |  |  |  |

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|--|--|----|--|---|--|--|--|
|  |  |    | of Qumranic and Rabbinic Texts'  | <i>Literature</i> , STDJ 102, pp. 171-207   |  |  |  |
|  |  | 7  | 'The Fate of the Canaanites and the Despoliation of the Egyptians: Polemics between Jews, Pagans, Christians and Gnostics: Motifs and Motives' | K. Berthelot, J.E. David & M. Hirshman (eds.), <i>The Gift of the Land and the Fate of the Canaanites in Jewish Thought</i> , Oxford: Oxford University Press, 2014, pp. 66-111 |  |  |  |
|  |  | 8  | 'Metatron, God, and the 'Two Powers: The Dynamic of Tradition, Exegesis, and Polemic' (in Hebrew)  | <i>Tarbiz</i> 82 (2013), pp. 43-88  |  |  |  |
|  |  | 9  | 'The root NDB in the Dead Sea Scrolls and the Growth of Qumranic Texts: A Lexical-Theological Study' (forthcoming 2015)                        | <i>Meghillot</i> 11   |  |  |  |
|  |  | 10 | 'Hellenistic Jewish Writers and Palestinian Traditions: Early and Late' (forthcoming 2015)   | M. Kister, H. Newman, M. Segal (eds.), <i>Tradition, Transmission and Transformation: From Second Temple Literature through Judaism and Christianity in Late</i>                |  |  |  |

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|-------------------------|------------------|----|---|---|---|--|---|
|                         |                  |    |   | <i>Antiquity</i>  |   |  |   |
|                         |                  | 11 | 'Self Identification, Identity and Interpretation in Jewish Midrash and their Christian Counterparts' (forthcoming) | <i>Festschrift in honor of I. Gafni</i>   |   |  |   |
|                         |                  | 12 | 'Annotated translation of Syriac texts (4 <sup>th</sup> -5 <sup>th</sup> c. C.E.) to Hebrew' (forthcoming)          | Y. Rotman (ed.), <i>Syriac Anthology</i> , Tel-Aviv University Publishing House |   |  |   |
|                         |                  | 13 | Exodus 4:24-26: The Complexity of Jewish and Christian Interpretations  | <i>Tarbiz</i> 83 (2015), 51-70  |   |  |   |
| Shlomo Naeh, Full Prof. | Talmudic Studies | 1  | 'Three Comments on the Text of the Yerushalmi'  | <i>Leshonenu</i>  | The Academy of Hebrew Language.<br><br>The Hebrew University Bible Project.<br><br>The Friedberg Genizah Project. | 2010–2013: Head of Mandel institute of Jewish studies<br><br>Present: Head of department.<br><br>Member of the Academy of the Hebrew Language.<br><br>Nathan and Vivian Fink chair in Talmud | 6 |
|                         |                  | 2  | 'Deuteronomy 19:15–19 in the Damascus Document and Early Midrash'   | <i>Dead Sea Discoveries</i>   |   |  |   |
|                         |                  | 3  | 'Tradition and Interpretation in the Mishnah on 'Four Seals' and Its Talmud'  | <i>Tarbiz</i>   |   |  |   |
|                         |                  | 4  | 'Ranking Ranking Rules'   | <i>Review of Law &amp; Economics</i>  |   |  |   |
|                         |                  | 5  | 'Witnesses and Conspirers: A History of   | <i>Meghillot</i>  |   |  |   |
|                         |                  |    |   |   |   |  |   |

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|-----------------------------|-------------------|---|--|---|-------------------------------------|--|---|
|                             |                   |   | an Ancient Halakhic Interpretation'  |   |                                     |  |   |
|                             |                   | 6 | 'Intransitive Cycle: Problem or Solution? a Study of Talmudic Passage'           | <i>Pursuing Justice: Society and Economy in Jewish Sources</i> , The Israel Democracy Institute |                                     |  |   |
|                             |                   | 7 | 'The Meaning of the 'seal' Found Near the Western Wall'                          | <i>Discoveries in the Archeology of Jerusalem and Its Surroundings</i>                          |                                     |  |   |
| Yoav Rosenthal,<br>Lecturer | Babylonian Talmud | 1 | 'The History of the Final Chapter of Tractate Shevu'ot'                          | <i>Tarbiz</i> 83 (2014-2015)  | The Friedberg Genizah Project, 2012 |  | 5 |
|                             |                   | 2 | 'The Integration of Sugyot on Mishnah Middot into Bavli Tamid'                   | <i>Tarbiz</i> 81 (2012-2013)  |                                     |  |   |
|                             |                   | 3 | <i>Thesaurus of Talmudic Manuscripts</i> (Coeditor; Editor in chief: J. Sussman) | The Friedberg Genizah Project and Ben-zvi institute, Jerusalem                                  |                                     |  |   |

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

Prof. Simcha Emanuel is involved in several projects:

1. Secretary of Mekize Nirdamim, a society founded 150 years ago to publish early manuscripts, which is the oldest publisher in this area. The academic committee, organized by Prof. Emanuel, consists of eight senior researchers in Jewish Studies from various universities in Israel, of whom he is one.
2. Cooperation in the international project Books within Books: Hebrew Fragment in European Libraries, which is engaged in locating thousands of fragments of Hebrew manuscripts which were used in book bindings in the middle Ages and the early modern period.
3. Collaboration with Prof. Mauro Pirani of the University of Bologna in researching Biblical commentaries in the European Genizah.
4. Collaboration in completing the late Prof. Y. Fraenkel's monumental project on the medieval Ashkenazi prayerbook.
5. Member of the Editorial Board of European Genizah: Texts and Studies, Brill
6. Collaboration with Arye Maimon-Institut für Geschichte der Juden, Universität Trier, headed by Prof. Alfred Haverkamp.
7. Collaboration with Sfaradata: The Codicological Data-Base of the Hebrew Paleography Project, under the direction of Prof. Malachi Beit-Arye.

Prof. Shlomo Naeh is a partner in several collaborative research projects:

1. "Non-transitive circles in Talmud and in modern economic theory", a joint research project with Prof. Uzi Segal, Boston College;
2. Investigation of the methods of early midrash, in cooperation with a CRC project with many participants at the University of Göttingen (Bildung und Religion in Kulturen des Mittelmeerraums und seiner Umwelt von der Antike bis zum Mittelalter und zum Klassischen Islam"). The entire project is funded by DFG, and it includes two researchers from Hebrew University, whose research is funded by the Science Ministry of the government of Lower Saxony.
3. The "hakhi garsinan" project which includes researchers from several Israeli universities.

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)

The research conducted in the department does not require special infrastructure aside from access to libraries, manuscript collections and electronic databases. Most of these are accessible to researchers via Israeli libraries, the university network and the Internet. Aside from these the department has no special infrastructure. When it is necessary to obtain special access to manuscript collections, researchers visit various libraries and collections throughout the world.

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?

There is no commercial application for the products of the department's research, aside from the usual copyrights on research, which are generally assigned to the publishers according to prevailing conditions.

G. Which journal ranking does the department relates 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 Faculty of Humanities does not maintain a ranking of journals or a factoring apparatus. The journals in our areas of research, chief among them Tarbiz and Leshonenu, are known to all the researchers in the system. Assessment in the course of new appointments and in promotion procedures is done on the basis of familiarity with the various journals and primarily on the basis of assessment of the research itself. In the initial steps of such proceedings, each member of the professional committees involved in the process reads several of the candidate's publications and writes an assessment which includes a note on the scientific value of the publications and their venues.

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

The strong points of the research conducted in the department have been described above. The research is classically philological, at the highest level, in all the areas covered by the department. The research tradition of the department extends many years, and its scholars throughout the generations have been among the leading researchers in the field by national and international standards. They laid out the paths of research and earned recognition and prestigious prizes. The research published in the department today maintains and develops this tradition. Aside from their individual research, the members of the department are partners in important research projects, maintain collaborations with colleagues in Israel and around the world, and win national and international research grants and budgets. The research accomplishments of the department are especially outstanding in view of the limited number of faculty members.

## **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 Hebrew University operates three campuses in Jerusalem: Mt. Scopus, Givat Ram and Ein Kerem (medicine). The Faculty of Agriculture is located at the Rehovot campus. All study programs of the Talmud Department are located at the Mt. Scopus campus.

- 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?

The Talmud Department is located on the Mt. Scopus campus, in the main building of the Faculty of Humanities. The building is divided into 8 sections. Faculty members' offices are located in section 1. Classrooms are on the second floor throughout the sections of the building and serve all the departments of the Faculty. Classes are assigned to rooms by the Faculty. One seminar room (2204) is suitable for courses with up to 15 participants and is reserved for the Talmud Department. This situation will change to some extent beginning next year (2015-16), when teachers' offices and some Jewish Studies classrooms will be moved to the Rabin 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?

Most of the courses given in the Talmud Department do not have a large number of participants, and the seminar room 2204 serves them well. Courses with many participants are held in other classrooms of appropriate sizes. Some of these are comfortable rooms with seating around tables, and others are less comfortable, with the students sitting in rows of seats with attached writing surfaces. The classrooms are heated and air conditioned (imperfectly) and many of them are computerized ("smart classrooms"). Wireless Internet is available throughout the Faculty and is also used by teachers and students during classes. In addition there are several computer stations for public use at various locations throughout the Faculty and in the library.

The department does not require complex infrastructure. The usual infrastructure of the humanities is sufficient: classrooms, offices, computer services, secretarial services and libraries. Until the end of this academic year all the activities of the department were concentrated in the main building of the Faculty of Humanities. The building is old and suffers from flaws in design and maintenance. The design of the corridors and rooms is complicated and maze-like, divisive and alienating, and does not create an open and inviting learning



environment as it should. Maintenance is cumbersome and complex, and despite the best efforts of the Faculty parts of the building are neglected, leaky and sometimes also dirty. Faculty offices are located in section 8, near the department's usual classrooms. The offices are not air conditioned and it is difficult to work in them during the summer.

Next year the faculty offices will move to the relatively new Rabin building. All the offices of Jewish Studies faculty will be brought together, along with some of the research projects of the Institute for Jewish Studies and the offices of the Institute. However, this building has only a few classrooms which are suitable for small classes. Thus, the transition will improve the physical conditions in the faculty offices, but will simultaneously distance them from the area containing the classrooms and student activity.

The department office is located in section of the main building, relatively far from the center of the department's activities in sections 1-2. The Faculty offices, which provide services to students and faculty members, are located in section 4 of the main building.

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

The Talmud Department does not use laboratories.

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

### **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 is located adjacent to the main building of the Faculty. This library serves the students' immediate requirements with regard to coursework, but the major collections of books are located at the National Library on the Givat Ram campus. The department's students need to use these collections, as well as the Institute for Microfilmed Hebrew Manuscripts, which is also located at the National Library, in preparing for courses and writing papers. Internet databases of books and manuscripts are very helpful but do not provide a comprehensive solution, and our students need to visit the National Library from time to time; some of the advanced students spend most of their time there. There is a university shuttle service between the campuses but it is inefficient (every two hours). This means that travel between the campuses is not a simple matter that can be accomplished between classes, and students avoid it as much as possible. Of course this adversely affects the level of studies and their ability to exploit the university's resources to advance their studies.

- 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?

The Mt. Scopus campus is accessible to those with special needs. Some of the accommodations were made during the last few years and are not always very convenient. There is an accessibility unit in the university, run by a social worker with the assistance of a coordinator of support staff and hard-of-hearing students. The unit is located in the Frank Sinatra building. This unit also deals with making study materials accessible to students with special needs.

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

The Talmud Department does not need special and complex infrastructure. Nevertheless, there are several weak points in the infrastructure of the Faculty of Humanities. The main building is old and inconvenient, its structure is rigid and alienating, and it does not facilitate the creation of an open and lively learning environment. The Faculty does its best to introduced improvements (accessibility, communications, air conditioning) but these improvements are also beset by many problems. The libraries are split between the Bloomfield Library on Mt. Scopus and the National Library on Givat Ram. The shuttle service between these campuses is inefficient and this makes it difficult for students to use the services of the National Library on a regular basis. This difficulty creates an unfortunate distinction between students who avoid working at the National Library and the outstanding students who make greater than usual investments in their studies and take full advantage of the resources of this library.

### National Infrastructures

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

The national infrastructures which the Talmud Department uses are primarily libraries and textual research projects. Development of these resources is extremely important for all those engaged in any aspect and layer of Jewish Studies. We need an advanced, active and up-to-date library which is constantly engage in acquisition both of old and new books and of databases. We attach great importance to making the rare holdings of the library accessible via Internet, an undertaking which should be expedited as much as possible. The Institute for Microfilmed Hebrew Manuscripts is a national resource on a very high level; since its opening fifty years ago it has made it possible to pursue well-founded and accurate research on Jewish sources throughout the ages. The crucial undertaking it now faces is the digitalization of the manuscripts. This is a project which needs to be undertaken at a national and international level. The library invests money and effort in this direction, and the department cooperated at important stages of this undertaking. This project should be given a high national priority. The department, its students and faculty members enjoy the fruits of the first stages of this undertaking, and its completion is very important to us. The historical dictionary being prepared by the Academy for the Hebrew Language, which has made its data bases available

to the public over the Internet, is another national project on which our students and faculty members rely a great deal. This project too is supported by public funds, and its completion is very important to all students of Hebrew texts. Other projects on a national scale which make a major contribution to the history of Halakha and of the beliefs and opinions of the sages are the project for digitization of the Dead Sea Scrolls conducted by the Antiquities Authority and the bibliography project for research on the Dead Sea Scrolls conducted by the Orion Center of Hebrew University.

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

The department does not need laboratories, archives or national resources which require special accessibility.