



## **Committee for the Evaluation of Archaeology Study Programs**

**The Hebrew University of Jerusalem**

**The Faculty of Humanities**

**The Department of Archaeology and Ancient Near Eastern Studies**

**Evaluation Report**

**November 2011**

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## **Chapter 1: Background**

The Council for Higher Education (CHE) decided to evaluate study programs in the field of Archaeology during the academic year 2010 – 2011.

Following the decision of the CHE, the Minister of Education, who serves ex officio as a Chairperson of the CHE, appointed a Committee consisting of:

- **Prof. Charles Stanish, Cotsen Institute of Archeology, University of California, USA– Committee Chair**
- **Prof. Susan Alcock, Joukowsky Institute for Archaeology, Brown University, USA**
- **Prof. Ofer Bar-Yosef, Department of Anthropology, Harvard University, USA**
- **Prof. Manfred Bietak, Vienna Institute of Archaeological Science (VIAS), University of Vienna, and Austrian Academy of Sciences, Austria**
- **Prof. Margalit Finkelberg, Department of Classics, Tel Aviv University, Israel**
- **Prof. Amihai Mazar, Institute of Archaeology, Hebrew University of Jerusalem, Israel**
- **Dr. Melinda A. Zeder, National Museum of Natural History, Smithsonian Institution, USA**

**Ms. Alisa Elon, Coordinator of the Committee on behalf of the CHE.**

Within the framework of its activity, the Committee was requested to:

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in Archaeology, and to conduct on-site visits at those institutions.
2. Submit to the CHE an individual report on each of the evaluated academic units and study programs, including the Committee's findings and recommendations.
3. Submit to the CHE a general report regarding the examined field of study within the Israeli system of higher education including recommendations for standards in the evaluated field of study.

The Committee's letter of appointment is attached as **Appendix 1**.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2009).

## **Chapter 2:Committee Procedures**

The Committee held its first meetings on February 15, 2011 during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Archaeology study programs.

The Committee held two cycles of visits; the first cycle in February 2011 and the second in May 2011.

During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

In view of the fact that Professor Amihai Mazar is an emeritus faculty member at Hebrew University, and in order to prevent the appearance of a conflict of interest, Professor Mazar did not participate in the evaluation of Archaeology at the Hebrew University.

Also, it was brought to the attention of the Committee and of the CHE's Quality Assessment Division that Professor Manfred Bietak is personally associated with a member of the Department of Archaeology and Ancient Near Eastern Studies. This individual is not, however, a faculty member in the discipline (Archaeology) under direct review; nevertheless, in order to prevent the appearance of a conflict of interest, Professor Bietak was not present at the relevant departmental conversation held by the Committee.

**This report deals with Archaeology studies in the Department of Archaeology and Ancient Near Eastern Studies at Hebrew University of Jerusalem.**

The Committee's visit to Hebrew University took place on February 16-17, 2011. The Committee thanks the management of Hebrew University and the Department of Archaeology and Ancient Near Eastern Studies for their self-evaluation report and for their hospitality towards the Committee during its visit at the institution.

The schedule of the visit, including the list of participants from the institution, is attached as **Appendix 2**.

### **Chapter 3: Evaluation of Archaeology Studies in the Department of Archaeology and Ancient Near Eastern Studies at Hebrew University of Jerusalem**

- *This Report relates to the situation current at the time of the visit to the institution, and does not take account of any subsequent changes. The Report records the conclusions reached by the Evaluation Committee based on the documentation provided by the institution, information gained through interviews, discussion and observation as well as other information available to the Committee.*

#### **EXECUTIVE SUMMARY**

The Department of Archaeology and Ancient Near Eastern Studies at the Hebrew University of Jerusalem is the oldest such program in the country, and has trained numerous successful archaeologists and has conducted some of the most important basic research in Israel in the disciplines. It has an international reputation, not least in the field of prehistoric archaeology; it has substantial, if poorly utilized, space on campus; and it recruits and trains talented students. It is very much in the interests of the Hebrew University to maintain and bolster the strengths of this Department.

Recent and upcoming retirements, and the recent addition of a major new component (Ancient Near Eastern Studies), make this an excellent moment for the Department to reconsider aspects of its current practice and to make strategic choices about its future. The Committee makes the following recommendations, which are elaborated upon in our report. Most basically, the Committee encourages the Department: to rethink its present ‘sub-departmental’ model in favor of more open and inclusive curricular planning and teaching; to make hires that will flexibly encourage collaborations with other departments, and indeed other universities; and to develop further the teaching of skill sets (from archaeological theory to archaeological science) of increasing importance in the discipline of archaeology worldwide. The Committee believes that such moves towards greater openness and innovation in their study program will benefit the Department greatly, as it moves into the twenty-first century.

## **RECOMMENDATIONS**

- 1) Develop an inclusive departmental vision statement that 1) provides an overarching rationale for the inclusion of its constituent parts under a single umbrella and 2) more compellingly articulates the Department's unique archaeological place and profile within the sphere of higher education in Israel and beyond.
- 2) Carry out strategic planning — in line with the Departmental Self-Evaluation, this External Review, and this new vision statement — to accommodate and capitalize upcoming changes that will strongly frame the next phase of the Department's trajectory. Concomitantly, the University administration should provide the Department with future hiring parameters that allow them to undertake such a strategic plan with confidence.
- 3) Openly explore the consequences for erasing the sub-departmental distinctions in the Department and move to a more open form of curricular planning across the entire Department; energetically seek ways to better integrate Ancient Near Eastern Studies into faculty and student conversations and curricula.
- 4) Explore or further develop other forms of undergraduate training, for example in the fields of tourism studies, cultural heritage, or geography to attract additional students and to create new employment opportunities.
- 5) Continue and strengthen efforts at creating a cross-cutting program in archaeological sciences that includes both inter-departmental courses and positions within Hebrew University, and collaborative relationships with other universities.
- 6) Pursue future strategic hires that combine geographical and temporal specializations (Prehistoric, Biblical, Classical) with skill sets (GIS, archaeological sciences, etc.) or with theoretical perspectives increasingly required to meet international standards of archaeological excellence.

7) Promote the teaching of Islamic archaeology and develop further its particular identity and importance in the curriculum.

8) Regularize the career mentoring of junior faculty and prioritize their essential need for office and research space in the Department.

9) Revisit urgently the question of ancient language training, given its importance in ensuring professional recognition and success; ensure that all students can enroll in these (or other extra-departmental classes to obtain necessary skill sets) without being impeded by restrictions on 'points' or by financial penalty.

10) Broaden the graduate curriculum to prepare individuals for international conversations in archaeology, and the international job market; implement procedures that allow graduate students the opportunity to teach, and to be mentored on their teaching practice.

11) Undertake rapid interventions to improve the overall physical condition of the departmental space, including basic maintenance, HVAC, safety and workplace enhancements in the basement collections area, and to install some system to improve the security of the collections against theft and damage.

12) Undertake a rigorous and objective use assessment of departmental space, with a view to the re-housing or rearrangement of non-active collections to free up space for other necessary purposes

## **BACKGROUND**

Hebrew University was officially opened in 1925. The University was fully accredited by the Council of Higher Education in 1962. According to the institution's Self-Evaluation report, during 2009 22,871 students were enrolled at the university as follows: 11,540 B.A. students, 6,598 M.A. students and 2,615 Ph.D. students.

Archaeological research started in the Hebrew University soon after its foundation and the Department of Archaeology as a teaching unit was established in 1935.

In 2009 the Department of Archaeology was merged with the Department of Ancient Near Eastern Studies to form the Department of Archaeology and Ancient Near Eastern Studies. This department is located within the Faculty of Humanities.

According to the university's self-evaluation report, the number of students in the department during 2010 was as follows: 80 B.A. students, 21 M.A. and 24 Ph.D. students.

## **MISSION AND GOALS**

The Self-Evaluation Report (dated December 2010) articulates a dual goal for B.A. and M.A. studies:

- 1) To train competent field archaeologists;
- 2) To provide students with a solid and comprehensive background of current archaeological research, raise new questions and assign multi-faceted projects that are problem-oriented and confront well-structured questions through elegant, cutting-edge methodologies.



The Department perceives these as complementary ambitions relevant to both B.A. and M.A. students, but with different emphases in training over time. The B.A. program is intended to inspire interest in the discipline, while also training students to be capable field archaeologists and researchers. At the M.A. level, a narrower focus of study and additional professional development is required; this is even more pronounced at the Ph.D. level, where students are educated ‘to be academically ambitious, resourceful and competitive, and to become visible and worthy members of a global research community’.

This basic progression, from more general B.A. preparation through to the rigors of the Ph.D. degree, is entirely appropriate and desirable, as are the Department’s recent efforts to distinguish more clearly its undergraduate from its graduate programs. We suggest, however, that this initiative is insufficient. A chief factor impeding full success in this area is the Department’s present composition in four formally recognized sub-departments: 1) Prehistoric Archaeology, 2) Biblical Archaeology, 3) Classical Archaeology (including the later, Islamic/Crusader periods), and 4) Ancient Civilizations of the Near East. This ‘stove-piping’, which will be further discussed below (see **Content, Structure and Scope of the Study Program**), significantly hinders broad training and true integration of the study program, particularly (but not only) at the B.A. level. This is a factor that must be taken seriously when comparing student training with international programs that tend to be more broadly based.

More generally, while the present ‘mission statement’ is adequate, it fails to make a case for the particular strengths and unique qualities of the Department of Archaeology and Near Eastern Studies; it does not offer a compelling vision for its current composition and operation, and gives little sense of future directions or ongoing development. Recent or upcoming changes, such as a 2009 merger with the Department of Ancient Near Eastern Studies and various retirements, make this a critical time to revisit and clearly articulate a strategic set of goals and priorities.

## **CONTENT, STRUCTURE, AND SCOPE OF THE STUDY PROGRAM**

### *Organizational Structure*

The structure of the Department's four sub-departments — Prehistoric Archaeology, Biblical Archaeology, Classical Archaeology, and Ancient Civilizations of the Near East —organizes many aspects of the study program. For example, while each sub-department's specific curricula seemed individually well planned, the Committee observed a certain lack of co-ordination between the constituent parts. Moreover, there appeared very few thematic or 'over-arching' courses, connecting different topics or geographical areas and thus of necessity bridging between different sub-departments. Such modes of teaching are today considered, especially in the Anglophone tradition, to be both especially attractive to students and intellectually stimulating.

Department stakeholders gave varying impressions of how they felt about these sub-departmental 'silos': some felt barriers are already dropping, others see them as impregnably rooted in Hebrew University's deep archaeological culture. The Committee is concerned that this structure can inhibit faculty and student communication and prevent nimbleness in responding to novel departmental needs and pressures. We note that general trends in archaeological scholarship, worldwide, are towards the education and encouragement of broadly trained (geographically and temporally) and intellectually flexible individuals. All in all, the present structure poses an unnecessary impediment to the Department's stated goal of providing students with a solid and comprehensive background of current archaeological research, and supplying advanced students with the training needed to make them competitive professionals in the international arena.

### *B.A. Course of Study*

#### Archaeology.

In the first year of the B.A., students are mandated to take introductory courses in Prehistoric, Biblical, and Classical/Islamic Archaeology; these are part of the core curriculum. From the second year, Biblical Archaeology is required, with students choosing to focus on either Prehistoric, Classical, or Classical/Islamic Archaeology in addition. Some second and third year courses are also mandatory (e.g., pottery and lithic classes) and others elective. Three weeks of

compulsory fieldwork at an Institute excavation are required, as are numerous fieldtrips. There is a significant emphasis on practical field training that, in the departmental creed, is a 'fundamental requirement'.

The decision to allow more flexibility for students to choose where to focus their studies after their first year is very recent, and its full effect on the educational mission has yet to be seen. However, we view this as a very healthy 'liberalization' of the curriculum, allowing as it does more space for student experimentation and choice.

The emphasis on strong practical field-oriented training, with mandatory classes in ceramic and lithics at the B.A. level (before students may even realize what such artifacts can tell them and why it matters) should also be rethought, if the goal is to attract and introduce students to the increasingly multidisciplinary field of archaeology. This relates, of course, to the more general issue of the 'Authorization for Field Archaeology' (elsewhere the 'Dig Certificate') that we will address in our General Report. The possibility that a B.A. in Archaeology might lead in other career directions (such as the tourism sector or cultural heritage activities) should be factored more directly into the B.A. curriculum.

#### Ancient Near Eastern Studies (ANES).

In 2009, Ancient Near Eastern Studies was merged into the Department of Archaeology. This merger has had, and will have, a major effect on Archaeology and the Committee feels that it must address relevant aspects of this merger.

The merger appears to be working fairly successfully for Assyriology where productive linkages appear to be developing, some indeed with enthusiasm. Tensions are far more apparent in relation to Egyptology, with definite concerns expressed to the Committee that this field, which has a long tradition at Hebrew University, risks being demoted into a kind of ancillary subject.

This situation manifestly deserves attention, not least in the framing of an overall departmental mission that can unite and strengthen this potentially rich combination of

fields and talents; both the Department's own Self-Evaluation and our discussions with students highlighted a desire for more intersection between material culture and historical approaches to the past. At the moment, however, there is a significant curricular imbalance at work. While archaeological introductory courses are obligatory for the ANES students, there is no reciprocal requirement to cross in the other direction. There even appeared confusion about whether or not ANES courses 'counted' toward archaeology degrees. The merger is in its early days, but such issues require attention if the Department is to work as a coherent and synergistic unit.

#### *MA and PhD Courses of Study*

As noted, positive steps are already underway in the Department to highlight distinctions between the various degree levels and progress on this front should be monitored carefully. M.A. curricular expectations target student mastery of higher-level professional skills, such as training in science and/or ancient languages, according to the student's specialization, while Ph.D. students essentially plot their own course of study, under the aegis of faculty advisor(s).

Hebrew University has numerous resources and areas of expertise on campus (for example in GIS, statistics, geological sciences, and natural history) available to such students, who should be strongly advised to take advantage of such extra-departmental opportunities. In this light, recently proposed, more thematically constructed M.A. programs — such as Late Antiquity and its Legacy (with three departments involved) and the geoarchaeological collaborations between the Institutes of Archaeology and of Earth Sciences — are to be hailed as a very promising advance.

Along these lines and relevant to all levels of the study program, the Committee suggests the intensification of cross-disciplinary connections between different branches of the Humanities and the Social Sciences. This would help capitalize on archaeology's inherent ability to bring together multiple fields of inquiry in achieving powerful new insights into the human past. Such new forms of connection and interaction were presented as high priorities for the University administration, and they are an obvious future direction for a field as inherently transdisciplinary as archaeology.

Second, the Committee would encourage the Department and the University to continue and expand on-going efforts for the development of archaeological sciences in at least the MA and Ph.D levels (something called for in the Departmental Self-Evaluation). Such a program would not only significantly augment faculty research capabilities and help forge necessary bridges between current departmental sub-departments, but would also provide students with increasingly critical tool sets for the practice of archaeology in the twenty-first century. Such a program would also help promote greater interaction with other departments across multiple Faculties (i.e. Mathematics and Natural Sciences, Agriculture, Food, and Environment) and quite possibly with other Israeli institutions of higher learning. In general, we would note that such integration with other universities, while priority for the University administration, disappointingly did not seem a particularly vital issue for the Department.

## **FACULTY**

### *Tenured and Tenure-track Faculty*

The faculty and other teaching staff of the Department of Archaeology and Ancient Near Eastern Studies are comprised of several groups: Full Professors (4 in number); Associate Professors (6), Senior Lecturers (3), Lecturers (4), Adjunct Lecturers (11), and Research Fellows (1). By sub-department, tenured and tenure-track numbers are: Prehistoric (4), Biblical (4), Classical and Islamic (3 and 0.5) and Ancient Near Eastern (4). Given understaffing in Classical Archaeology, we understand the next position allocated to the Department will be in this field. Both Biblical and Classical Archaeology have in recent years undergone significant changes in personnel, owing to retirements and other losses. Prehistoric archaeology, currently the most internationally recognized component of the Department, will soon be facing a similar drastic transition.

The Committee acknowledges the strong, indeed imperative, justification for future recruitments to replace recent and upcoming retirements. Failure to do so will seriously jeopardize Hebrew University's current high standing in both Israeli and international archaeology. Rather than a strategy of one-for-one replacements for retiring faculty within individual sub-departments, however, the Department needs to think strategically and holistically about its future direction

and mission. Hires should be encouraged that cut across multiple temporal and topical issues and that combine new skill sets (such as GIS, Archaeobiology, Geoarchaeology, Digital Imagery) with a relevant topical or temporal specialization.

Some recent hires have been cross-appointments: with the Institute of Earth Sciences, National Natural History Collection and with Islamic and Middle Eastern Studies. These kinds of hires can play a significant part in building research and teaching linkages across the campus, especially in the area of archaeological science (see Study Program, above). Islamic archaeology is under-represented in Israeli curricula, although it constitutes a significant part of the country's archaeological heritage and is a field of special interest to the needs of Israel Antiquities Authority. We also understand that an additional cross-departmental hire with Computational Sciences/Mathematics is being considered and strongly encourage the University to move forward with such an innovative hire.

While the Committee approves such joint appointments, from our own varied experience we would warn of the potential dangers of over-burdening young faculty with multiple departmental obligations. It is also necessary to ensure that such individuals, especially if housed in other units, are made to feel entirely a part of the Department, with due consideration in curricular discussions and (ideally) provided with a measure of office space.

Mentoring of junior, tenure track faculty is also something to which we would call attention. At present it seems to occur on a caring, but somewhat ad hoc, basis. It is also apparent that, while space issues impinge on everyone in the Department (see Infrastructure and Resources), junior faculty especially are badly served in terms of having sufficient room to develop new projects, work on material, or converse privately with colleagues and students. This directly impacts the quality of their research and teaching, as well as their overall career trajectory.

### *Adjuncts*

Adjuncts play a far from insignificant role in the teaching mission of the Department, and some have been part of the Department for a very long time. While it is understandable that they

receive fewer resources and are given less voice in departmental matters, the Committee feels their better integration is important.

Greater inclusion of adjunct faculty is especially important in the framing of the core curriculum (from which this important segment of the faculty appears to be entirely excluded at present). Similarly, greater attention needs to be given to making sure elective courses taught by adjunct faculty are chosen in a way that addresses overarching curricular goals. Presently adjuncts appear to have a fairly free rein in framing the elective courses that they teach; this, of course, relates to the issue of curricular planning and balance raised above.

We also find the current space allocation for adjuncts (who routinely share offices with students) is unacceptable and must be addressed, even while we acknowledge the Department's space problems. Not only does this situation present severe challenges to maintaining student confidentiality, it also helps reinforce an unhealthy second-class status for adjunct faculty.

Overall, the Committee was highly impressed with the quality of the faculty they met, and noted a near universal enthusiasm and passion for their subject. There does exist, however, an astonishing homogeneity in faculty training, with almost everyone we met (from full professor to adjunct staff) the intellectual product of Hebrew University. We would aver that, however strong the institution, this is not a healthy phenomenon but one that can well lead to insularity and even complacency.

## **STUDENTS**

At the outset, we applaud the Department for inviting all students to attend the Committee's meetings. The Committee also notes that we were very pleased by the quality and energy of the students met. We also were struck at how cheerful they (on the whole) tended to be, given the parlous job situation. Obviously, for B.A. students (only some 10% of whom go on in Archaeology), this is far less of a concern, but M.A. and Ph.D. students, and a very enthusiastic alumni group, made it clear that they were entirely aware of this state of affairs, yet chose this career path nonetheless.

The Department has also developed a positive, supportive communal atmosphere for its students. 'Doors are open to us' was a constant refrain, and it is apparent that students feel that they can turn to the faculty for help or advice when needed. Student involvement in departmental fieldwork is encouraged and normal, which adds to the positive intellectual environment.

One issue that did emerge was a lack of systematic advising about courses and careers, and of help with the required paperwork involved. This was attributed in part to staff cuts; moreover, students were not aware of the existing position of 'undergraduate advisor' and more effort should be made to inform the students of this staff position.

As noted, recent changes in the direction of 'liberalizing' the B.A. have recently been implemented and only time will tell what differences they make to student numbers and student satisfaction. The students to whom we spoke seemed very positive about this development. Overall students numbers have fluctuated and are down somewhat over the past five years but on the whole remain strong. Attrition levels are high, but not abnormally so, between the first and second year (in 2009, 25%); the reasons routinely given (students becoming more acquainted with the field, the 'grim reality' of actual summer fieldwork) seem widely accepted. The Self-Evaluation offered relatively little information about teaching methods, but students seemed generally very pleased with their instructors. A few comments were offered about being insufficiently 'challenged', but peers quickly debated the validity of such remarks.

More substantive curricular issues raised by B.A. students, however, included administrative difficulties posed in taking classes outside the Department (notably in the sciences), a lack of training in archaeological theory and historiography, and insufficient teaching of skills in writing and critical thinking.

#### *Issues specific to the M.A.*

The M.A. is now becoming a more professionally oriented phase of a student's training. More extensive and systematic career counseling, especially encouraging students to seek varied forms of employment (for example in the tourism industry, or with the Israel Nature and Parks



Authority Parks), would seem highly desirable. Ensuring that students acquire transferable skill sets, from excellent writing skills to Geographic Information Systems (GIS) training, should also be prioritized. It is also vital that M.A. students planning to proceed to a Ph.D., and thus who require specific skills (such as ancient languages, or scientific analytic techniques) be identified as early as possible, and advised to start working on these gaps (see below on the issue of language training).

*Issues specific to the Ph.D.*

The doctoral curriculum, compared to training in other countries, is somewhat narrow, revolving as it does so much about the geographical boundaries of modern Israel. There is a relative lack of theoretical training, or teaching along thematic, comparative lines; this is an increasing component in graduate work elsewhere.

An additional problem, for professionally minded classical or Near Eastern archaeologists, is the fact that many students lack language training, owing either to poor advising or (and far more worryingly) to institutional constraints on the number of ‘points’ that can be taken during the course of a degree. This presents an enormous obstacle, particularly for classical archaeologists, for the simple reason that a degree in this field that does not include training in the classical languages has little to no international (or indeed local) value, when judged in scholarly and professional terms.

A final and very serious problem is the lack of opportunities for doctoral students to teach, either as Teaching Assistants or as independent instructors. This is near automatic in many doctoral programs (notably in the United States), and some degree of teaching experience will be expected for any job candidate to be truly viable. Failure to provide such opportunities is an immediate and major hindrance for any graduate seeking a position either in Israel or abroad.

## **RESEARCH**

### *Tenured and Tenure-Track Research Activity*

The Department is commendably active and successful in conducting basic research. Grants received from all sources are up significantly since 2005; also heartening is the fact that such grant-getting extends across the entire range of faculty, from senior to more junior. Publication rates are somewhat more variable, but again, junior hires hold their own well. Members of the Department serve on various committees and editorial boards, and there is an impressive range of prizes won. Overall, it is a strong collection of research faculty, and good young hires appear to have been made. Whether the research profile of the Department is truly more than the sum of its parts could be asked, but the parts are very good.

Careful programmatic thinking about future research agenda of the department, especially emphasizing increased integration and faculty collaboration — across archaeological subfields, and more firmly embracing Near Eastern Studies — is called for to maintain the excellence of this research mission. The need for this kind of deliberation is made all the more pressing because of several, recent and upcoming, high profile retirements, notably in Prehistoric Archaeology (which will lose three senior, internationally recognized, prehistorians in the next decade) and in the critical subfield of Biblical Archaeology. These departures, though difficult, offer an open opportunity to reassess the strengths of, and to chart a course for, the Department.

## **INFRASTRUCTURE AND RESOURCES**

The Department of Archaeology is housed in the Institute for Archaeology; the entire two-building structure is given over to the activities of these two interconnected units. The dedication of this extensive space is an enormous benefit to the Department, allowing for the sense of community and common purpose that underlies much of its success. The Institute contains classrooms, faculty offices, and a terrific artifact study collection. There are also ‘labs’ largely allocated for individual research projects (e.g., Tell Dor, Tell Rehov), and an immense amount of storage space for artifact collections from projects present and past. The building is

currently jammed, with the negative consequences for faculty, adjuncts and students already mentioned.

Infrastructure, the Committee would argue, is one of the most important challenges the Department faces. Interventions are needed on two fronts. First, the building suffers terribly from deferred maintenance. Buildings that house ancient collections (and modern, expensive equipment) should not periodically flood or lack proper HVAC facilities. The somewhat shabby character of certain areas, including public spaces, projects an unfortunate image that does not mirror the quality of the program housed. Most worrying, there appear to be potential safety and collections security issues in some of the basement facilities. The rooms should be refurbished to make it safer and more comfortable for students and staff to work. Likewise, we encourage the university to install some alarm or coded access system to improve the security of the collections.

A second form of intervention lies in the hands of the Department. It was difficult to tell if the basic problem here is an actual lack of space, or if space is being poorly utilized. A significant amount of the building is given over to storage of apparent ‘heritage’, or inherited projects. The Self-Evaluation mentioned, in the context of bemoaning housing for junior faculty, the issue of ongoing storage of material from emeritus faculty projects. There has been some effort to move some collections to make space for other purposes. This initiative, however, has apparently met with resistance, yet the Committee would argue that such re-housing is essential, given the inadequate resources provided to all individuals (and especially younger scholars) in the Department. If at all possible, common space for departmental gatherings, and for a student lounge, should also be carved out, for such zones foster communication and interaction in very positive and dynamic fashion.

The Committee was delighted with the facilities of the Emery and Claire Yass Library and its pleasant environment, and impressed with the Computerized Archaeology Laboratory (a joint initiative of the Hebrew University, the Israel Antiquities Authority and the Weizmann Institute of Science, an excellent example of extra-university collaboration). Three-dimensional scanning,

for analytic and display purposes, is a very promising development in archaeological inquiry, and an excellent skill set for students to acquire.

As for administrative staff, recent cuts have proved extremely debilitating to aspects of the functioning of both Department and Institute, as reported in the Self-Evaluation. The technical staff (conservator, photographer, etc.) is small in number, but appears to function adequately for the department's needs: additional losses, however, would prove incapacitating for such an active, field-oriented department.

While this may not be part of the Committee's brief, a glaring need to find funding for these necessary interventions and replacements (in physical space and personnel) is apparent. Members of the Committee, drawing on our own international experience, have frequently benefited financially from the 'appeal' of archaeology in the wider community, especially when expressed by archaeological faculty and students, in person, to potential donors. We note that HUJ has definitely not exploited its potential for substantial fundraising.

**Signed by:**



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**Prof. Charles Stanish**  
**Committee Chair**



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**Prof. Susan Alcock**



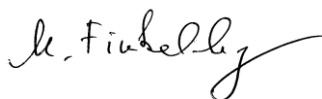
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**Prof. Ofer Bar-Yosef**



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**Prof. Manfred Bietak**



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**Prof. Margalit Finkelberg**



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**Dr. Melinda A. Zeder**

# Appendices

## Appendix 1- Copy of Letter of Appointment



January, 2011

Prof. Charles Stanish  
Department of Archeology  
University of California  
USA

שר החינוך  
Minister of Education  
وزير التربية والتعليم

Dear Professor Stanish,

The State of Israel undertook an ambitious project when the Israeli Council for Higher Education (CHE) established a quality assessment and assurance system for Israeli higher education. Its stated goals are: to enhance and ensure the quality of academic studies; to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel; and to ensure the continued integration of the Israeli system of higher education in the international academic arena. Involvement of world-renowned academicians in this process is essential.

This most important initiative reaches out to scientists in the international arena in a national effort to meet the critical challenges that confront the Israeli higher educational system today. The formulation of international evaluation committees represents an opportunity to express our common sense of concern and to assess the current and future status of education in the 21<sup>st</sup> century and beyond. It also establishes a structure for an ongoing consultative process among scientists around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial endeavor.

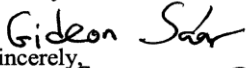
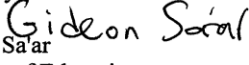
It is with great pleasure that I hereby appoint you to serve as the chair of the Council for Higher Education's Committee for the Evaluation of Archeology Studies.

The composition of the Committee will be as follows: Prof. Charles Stanish (Chair), Prof. Susan Alcock, Prof. Ofer Bar-Yosef, Prof. Manfred Bietak, Prof. Margalit Finkelberg, Prof. Amihai Mazar and Dr. Melinda A. Zeder.

Ms. Alisa Elon will coordinate the Committee's activities.

In your capacity as the chair of the Evaluation Committee, you will be requested to function in accordance with the enclosed appendix.

I wish you much success in your role as chair of this most important committee.

  
Sincerely,  
  
Gideon Sa'ar  
Minister of Education,  
Chairperson, The Council for Higher Education

*Enclosures:* Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Michal Neumann, The Quality Assessment Division  
Ms. Alisa Elon, Committee Coordinator

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Appendix 2- Site Visit Schedule

Hebrew University  
February 16-17, 2011  
**Archaeology Studies –schedule of site visit**

**Wednesday February 16, 2011:**

08:30-09:30	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	Prof. Menahem Ben-Sasson, President Prof. Sarah Stroumsa, Rector Prof. Yaacov Schul, Vice-rector	(President's office, Minhala Bldg., 2 <sup>nd</sup> floor, Room 506)
09:30-10:00	Meeting with the heads of the Faculty of Humanities	Prof. Reuven Amitai	
10:15-11:00	Meeting with the heads of the Archeology Department	Prof. Zeev Weiss	Collections Hall, 3 <sup>rd</sup> floor The Institute of Archaeology
11:00-12:00	Meeting with Senior Academic Faculty* + representatives of relevant departmental committees*	Prof. Anna Belfer-Cohen Prof. Nigel Goring-Morris Prof. Joseph Patrich Dr. Ilan Sharron Prof. Orly Goldwasser Prof. Nathan Wasserman	Collections Hall, 3 <sup>rd</sup> floor The Institute of Archaeology
12:00-12:45	Meeting with Junior academic faculty*	Dr. Katia Cytryn-Silverman Dr. Arlette David Dr. Uzi Leibner Dr. Tallay Ornan Dr. Sharon Zuckerman	Collections Hall, 3 <sup>rd</sup> floor The Institute of Archaeology
12:45-13:30	Meeting with junior and adjunct <b>specialists</b>	Dr. Rivka Rabinovich Dr. Rachel Barkay Mrs. Marva Balouka Dr. Ruthy Jackson-Tal Mrs. Anat Mendel	Collections Hall, 3 <sup>rd</sup> floor The Institute of Archaeology
13:30-14:15	Lunch (closed working meeting in the same room)		Collections Hall, 3 <sup>rd</sup> floor The Institute of Archaeology
14:15-15:45	Tour of Institute of Archaeology (Including classes, library, offices of faculty members,	Prof. Zeev Weiss	

	laboratories, collections, storage spaces computer labs etc.)		
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**Thursday, February 17, 2011:**

<b>Time</b>	<b>Subject</b>	<b>Participants</b>	<b>Room/Location</b>
09:00-09:45	Meeting with adjunct lecturers*	Dr. Doron Ben-Ami Dr. Uri Gabbay Dr. Leore Grosman Dr. Nava Panitz Dr. Rachel Shlomi-Chen	Collections Hall, 3 <sup>rd</sup> floor The Institute of Archaeology
09:45-10:30	Meeting with B.A. students		Collections Hall, 3 <sup>rd</sup> floor The Institute of Archaeology
10:30-11:15	Meeting with M.A. students		Collections Hall, 3 <sup>rd</sup> floor The Institute of Archaeology
11:15-12:00	Meeting with PhD students		Collections Hall, 3 <sup>rd</sup> floor The Institute of Archaeology
12:00-12:45	Meeting of Alumni		Collections Hall, 3 <sup>rd</sup> floor The Institute of Archaeology
12:45-13:45	Lunch (closed working meeting)		Collections Hall, 3 <sup>rd</sup> floor The Institute of Archaeology
14:00-15:00			
15:00-15:45	Summation meeting with heads of the institution and of the faculty and dept. of Archeology	Prof. Menahem Ben-Sasson, President Prof. Yaacov Schul, Vice-rector	(President's office, Minhala Bldg., 2 <sup>nd</sup> floor, Room 506)