Executive Summary

The Department of Arabic Language and Literature at the Hebrew University of Jerusalem was until recently not only the leading such department in Israel, but also a leading department in the world. It had occupied this pre-eminent international position since its very foundation in the 1920s. This is not merely an idle claim but a fact generally agreed upon by competent observers in this country and overseas. This is less true today than it was before. Only a decade ago we had 13 positions; today we have but 6 (of which 0.5 was occupied by our rector until October 2012). Nevertheless a fairly high standard of teaching, scholarship and research still remains.

Under these straitened circumstances the current staff are doing the best they can. **In the two years which have passed since the last report significant changes have taken place** in student intake, departmental staffing and faculty organization. Accordingly, we have given further thought to the aims of the dept. and the means of their implementation. A series of concrete steps have either been already taken or are planned for the future, especially concerning the intake of new students and the program for year 1. The main steps are as follows:

1. Activity to improve student numbers:
    - A structured effort at personal contact and follow-up with candidates who have expressed an interest in studying Arabic, encouraging them to join the dept.
    - Study-days for teachers and potential teachers of Arabic exposing them to the world of academic Arabic studies.
    - Lectures on Arabic subjects for high-school students, both on campus and in schools.
    - Joint program with the Faculty of Law to encourage law students with a prior knowledge of Arabic to take Arabic as a subsidiary subject.
    - Increase in the number of Arabic textual courses now recognized by the Dept. of Islamic and Middle Eastern Studies and the Center for Jewish Languages.
    - We are considering opening intensive summer courses for students interested in studying Arabic at university level but who lack the necessary knowledge for admission to the dept. The infrastructure for such courses already exists in the Rothberg International School for Overseas Students. This could easily be developed into a program which would not only serve the needs of our dept., but would also prove attractive in general for students from Israel and abroad.

2. Admission policy:
    - A revised admission policy, based upon a new type of entrance exam which tests **practical competence** rather than theoretical knowledge, allowing more students to join year 1 (see §3.2.3. below)
3. Arabic course content:
    - Building a supporting program aimed at bridging gaps in knowledge (see §3.2.3.A below)
    - Close cooperation with the School of Language: The language exercises of an existing introduction to linguistics have been adapted to include materials in Arabic.
    - The balance between classical and modern Arabic literature has been improved, and our program now includes more modern Arabic than in previous years.
    - In response to recurring requests from students we try to ensure that each year at least two courses in Arabic dialectology, including practical fieldwork, are offered.
4. Course combinations:
    - Introduction of departmental team-taught survey courses: A number of constellations of department members are currently occupied with the planning of team-taught departmental survey courses (see in detail §3.1.2. below)
    - Reform of foreign language possibilities (e.g. Persian, Turkish) allowing more flexible combinations with Arabic as major (see in detail §3.2.6. below).
    - Significant increase of options now available to students of Arabic, allowing a wider choice among the faculty "gateway courses" (*kursei sha'ar*), viz. courses from the schools of history, linguistics, art or literature.
    - Looking further ahead, following the precedent of Arabic departments in Europe and the USA, it would be very desirable to immerse our students in a genuine Arabic-speaking environment by sending them for a period of study (or a number of courses) in an Arabic university (e.g. Bir Zeit) or institution of higher learning (e.g. Qasimi College in Baqa al-Gharbiyya in the center of the country). Conversely, we would welcome Arab students from Arab institutions to study credit courses at the Hebrew University.

5. Teaching methods and the introduction of technology:
    - In the last few years, in addition to oral presentations ("referat") delivered by individual students, some teachers have introduced group-study, whereby groups of students study a particular text and present it collectively in class.
    - Many of our courses take place in computerized classrooms, allowing us to make use of websites and electronic web-based dictionaries during class. Most courses already have websites on the Moodle system, and certain instructors make regular use of Moodle for electronic submission, revision of assignments and correspondence with students.
    - The MA exams now have a dedicated Moodle site, where students can view requirements, download test materials and correspond among themselves in a forum.
    - A new departmental website – parts of it in three languages (Hebrew, Arabic and English) - was launched this year, and it is updated regularly.
6. Changes to the format of the MA final examination:

    An extensive revision process has led to the rationalization of set materials and examination procedure for the MA degree. The most important improvements have been:

    - Unification of the separate parts; e.g. classical poetry, Quran and literature now form a single unit.
    - Standardization of the examination papers, all of which now test the students' ability to implement theoretical tools acquired during their studies.

As shown above, the dept. is looking ahead and always thinking of possible improvements. Despite our small numbers and limited possibilities we still manage to offer a reasonable university education in Arabic studies. Much remains, however, to be done and many gaps require to be filled. We are optimistic that with an increase in staffing and resources we shall be able to meet the challenges of the future and restore the department of Arabic at the Hebrew University to the position it can and should occupy. We would like to stress that there exists a considerable number of excellent young scholars eminently qualified to take up research and teaching posts in the department. Now, all that is required is the decision to give Arabic studies at the Hebrew University the recognition which they deserve, and to act accordingly.

Chapter 1:
The Institution

1.1 A brief summary describing the institution and its development

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

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

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

The Hebrew University operates on five campuses:

- Mount Scopus campus, site of the Faculty of Humanities and the School of Education, the Faculty of Social Sciences, the School of Business Administration, the Faculty of Law and the Institute of Criminology, the School of Occupational Therapy, the Paul Baerwald School of Social Work and Social Welfare, the Truman Institute for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education.
- Edmond J. Safra campus in Givat Ram, site of the Faculty of Mathematics and Natural Sciences, The Rachel and Selim Benin School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Edmond and Lity Safra Center for Brain Sciences.

- Ein Kerem campus, site of the Faculty of Medicine (The Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, and the School of Nursing) and the Faculty of Dental Medicine.
- Rehovot campus, site of the Robert H. Smith Faculty of Agriculture, Food and Environment (The School of Nutritional Sciences and The Koret School of Veterinary Medicine).
- An additional site is the Interuniversity Institute for Marine Science in Eilat, operated by the Hebrew University for the benefit of all institutions of higher learning in Israel.

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

Students of the Hebrew University (2011)			
1st degree	2nd degree	Ph.D	Total
11258	6742	2573	20573

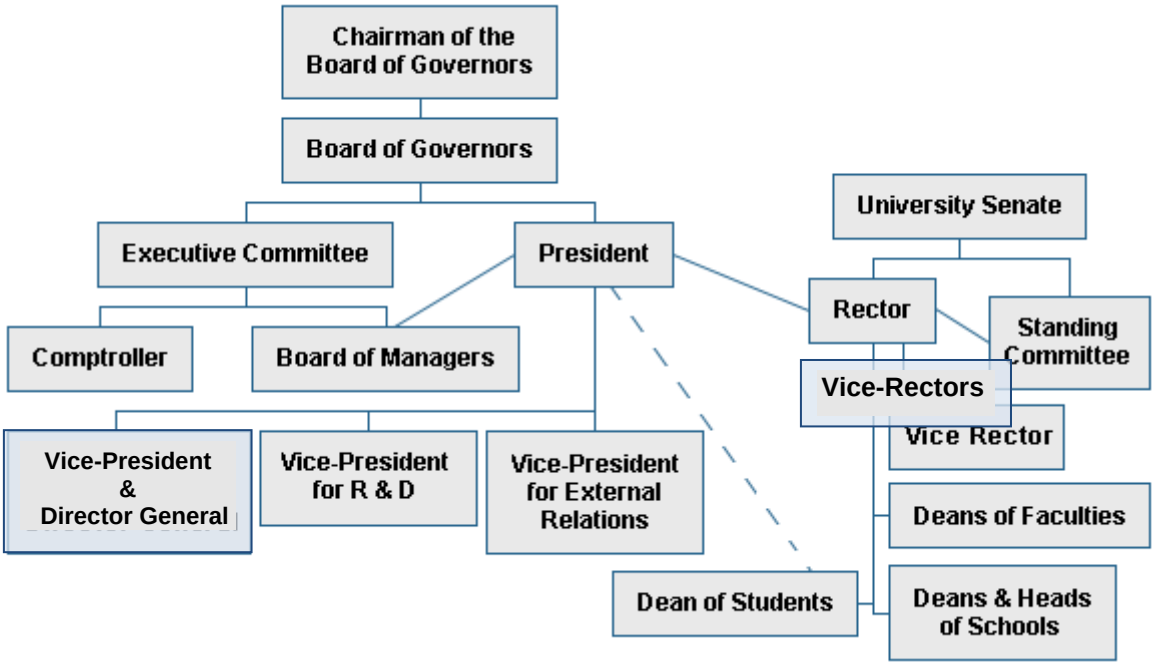
1.2 Mission statement of the institution, its aims and goals

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

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

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

1.3 Description of Institution's organizational structure



1.4 Names of holder of senior academic and administrative positions

Chairman of the Board of Governors:	Michael Federmann
President:	Prof. Menahem Ben Sasson
Rector: (until October 2012)	Prof. Sarah Stroumsa Vice-
President and Director-General:	Billy Shapira
Vice-President for Research and Development	Prof. Shai Arkin
Vice-President for External Relations:	Carmi Gillon
Vice-Rector:	Prof. Yaacov Schul
Vice-Rector	Prof. Oded Navon
Comptroller:	Yair Hurwitz

Deans:

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

Chapter 2:

The Parent Unit Operating the Study Programs under Evaluation

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

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

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

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

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

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

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

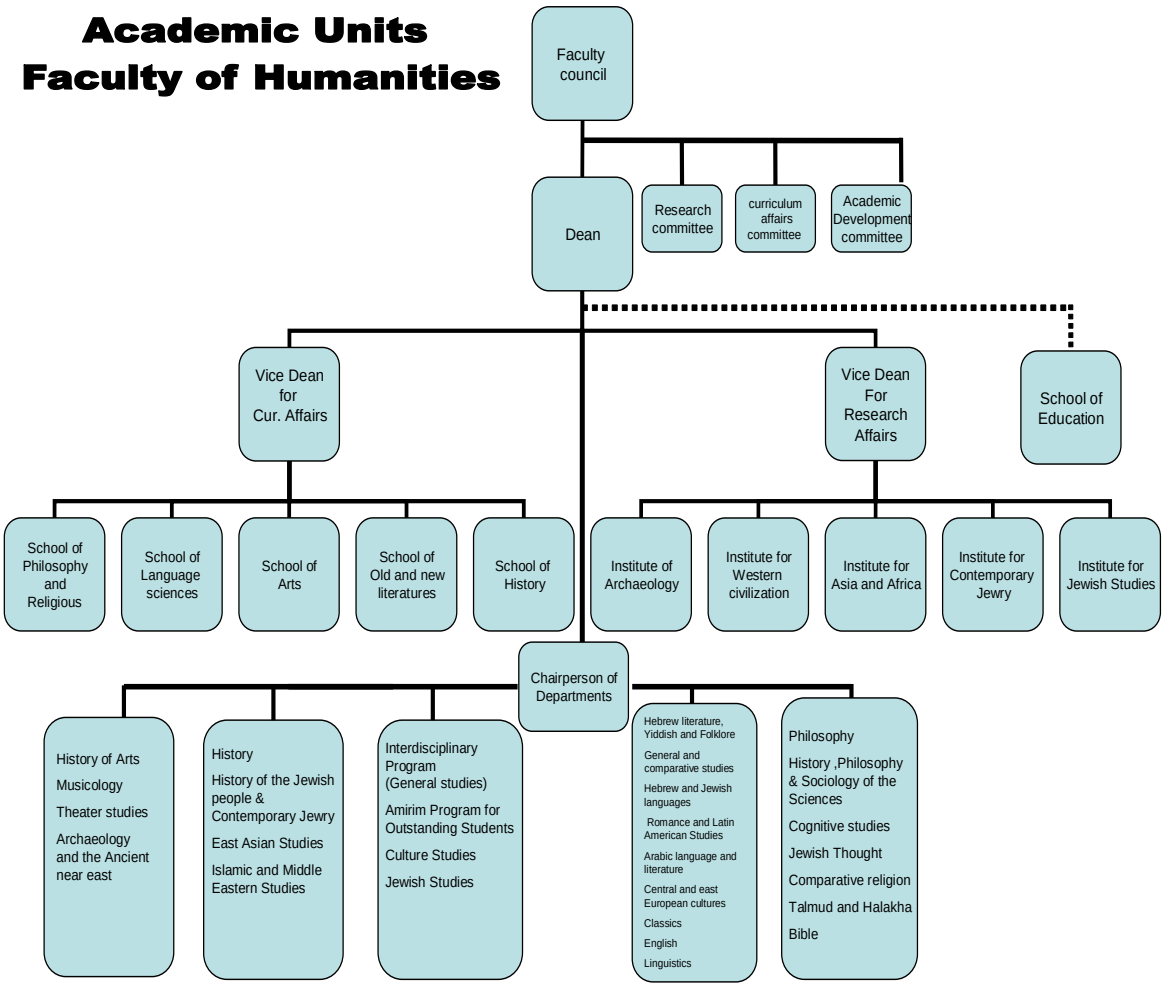
The Faculty of Humanities at the Hebrew University creates and promotes a vibrant discourse between scholars of different cultures, genres and historic periods. We at the Faculty believe strongly that human civilization is worthy of study and can be drawn on in order to educate people to deal with changes in the present and even in the future. The main goals of the Faculty are to enhance research and to develop critical thinking, creativity and originality among its staff and students.

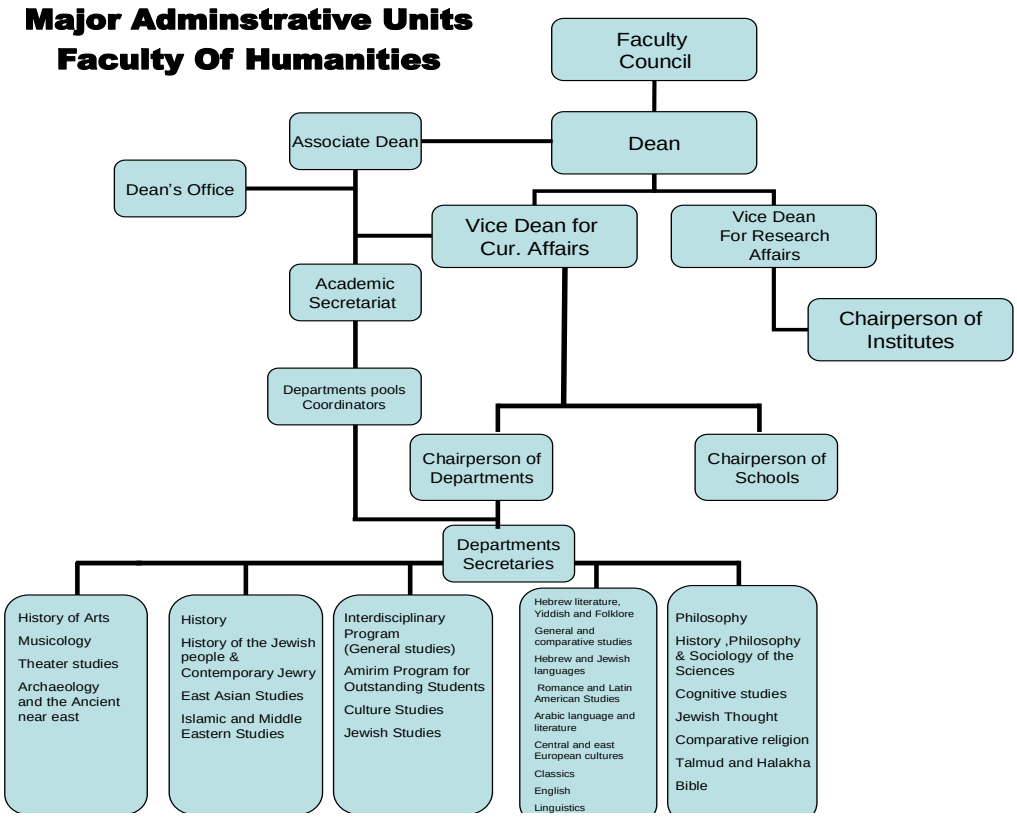
The Faculty of Humanities focuses on the study of virtually the whole scope of human civilization in the past and present, as expressed in language, literature, the visual and performing arts, material culture, folklore, philosophy, religion and history. The scope of this scholarly activity is divided into four broad cultural areas: 1) Jewish civilization from its origins in the ancient Near East, through its manifestations today in Israel and the Diaspora; 2) the peoples and cultures of the Middle East, from the origins of recorded human existence, through the great civilizations in antiquity, the emergence of Islam and to the present day; 3) Western civilization, from the Classical period in the Mediterranean region, through the emergence of modern Europe and its cultural descendents in the Western Hemisphere; and, 4) the cultures in the continent of Asia, primarily the great civilizations of East and South Asia, but also that of the historically important Eurasian Steppe region. The members of the Faculty are involved in studying the developments of individual cultural traditions, as well as, the ongoing interaction and mutual influence between different peoples and cultures.

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

Teaching in the Faculty is organized in some twenty specialized departments that are further concentrated under the aegis of five disciplinary schools: Arts, History, Language Sciences, Literatures, and Philosophy and Religion. Each school has its own special teaching program and other activities that transcend the programs of the specific departments, providing wider disciplinary training for undergraduate and graduate students, and a cooperative framework for faculty members. While much of

the research in the Faculty is conducted by individual faculty members, often with support from outside research funds, much important research work is also conducted in and by some thirty research centers and major projects in the Faculty. Research activities, both of the centers and of individual researchers, are coordinated, encouraged and facilitated by five Institutes: Archaeology, Asian and African Studies, Contemporary Jewry, Jewish Studies, and Western Culture. These institutes also provide a forum for interaction between scholars working on similar cultural material, but specializing in different academic disciplines, and therefore complement the Schools mentioned above.





Names of holders of senior academic and administrative positions.

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

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

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

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

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

DEPARTMENT	B.A.	M.A.	PH.D.
SCHOOL OF PHILOSOPHY AND RELIGION			
Philosophy	X	X	X
Jewish Studies	X		
Jewish Thought	X	X	X
Talmud and Halakha	X	X	X
Cognitive Studies	X	x	X
Comparative Religion		X	X
Bible	X	X	X
History, Philosophy & Sociology of the Sciences		**X**	**X**
SCHOOL OF HISTORY			
History	X	X	X
East Asian Studies	X	X	X
History of the Jewish People and Contemporary Jewry	X	X	X
Islamic and Middle Eastern Studies	**X**	**X**	**X**
SCHOOL OF ARTS			
Theater Studies	X	*	X
Program in Conjunction with the Jerusalem Academy of Music and Dance	X	X	
Archaeology and the Ancient Near East	X	X	X
History of Art	X	X	X
Musicology	X	X	X
Folklore and Folk Culture Studies			
SCHOOL OF OLD AND NEW LITERATURES			
Hebrew Literature	X	X	X
Romance and Latin American Studies	X	X	X
Classics	X	X	X
English	X	X	X
General & Comparative Literature	X	X	X
Central and East European Cultures	X	X	X
Arabic Language and Literature	X	X	X
Yiddish		**X**	**X**

SCHOOL OF LANGUAGE SCIENCES				
Linguistics	X	X	X	
Hebrew and Jewish Languages	**X**	**X**	**X**	

COMBINED AND SPECIAL PROGRAMS:			
Interdisciplinary Program (General Studies)	X		
Amirim Program for Outstanding Students	X		
Hebrew Literature and Language	X		
History and History of the Jewish People	X		
Individual Program of Studies		X	
Revivim Program (training teachers for Jewish Studies)	**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.

2.4. Please provide in the format of a table, the number of students in each on of the Unit's departments who are studying and have studied in the unit in each of th elast five years according the level of degree (first, second with thesis, without thesis, doctoral).

Year	Degree		Students
2006	B.A.		2370
	M.A.	with thesis	504
		without thesis	679
	Ph.D.		598
2007	B.A.		2247
	M.A.	with thesis	453
		without thesis	624
	Ph.D.		590
2008	B.A.		2176
	M.A.	with thesis	420
		without thesis	544
	Ph.D.		533
2009	B.A.		2062
	M.A.	with thesis	542
		without thesis	795
	Ph.D.		614
2010	B.A.		2164
	M.A.	with thesis	563
		without thesis	782
	Ph.D.		606
2011	B.A.		1910
	M.A.	with thesis	518
		without thesis	779
	Ph.D.		540

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

2.5. Please provide in the format of a table, the the number of students who have graduated from 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).

Year	Degree		Graduates*
2006	**B.A.**		**482**
	M.A.	with thesis	**148**
		without thesis	**278**
	Ph.D.		**73**
2007	**B.A.**		**532**
	M.A.	with thesis	**155**
		without thesis	**212**
	Ph.D.		**75**
2008	**B.A.**		**505**
	M.A.	with thesis	**162**
		without thesis	**221**
	Ph.D.		**92**
2009	**B.A.**		**413**
	M.A.	with thesis	**94**
		without thesis	**113**
	Ph.D.		**70**
2010	**B.A.**		**481**
	M.A.	with thesis	**108**
		without thesis	**103**
	Ph.D.		**85**
2011	**B.A.**		**518**
	M.A.	with thesis	**132**
		without thesis	**169**
	Ph.D.		**30**

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

2.6. Who decides (internal/external bodies) on the rationale, mission and goals of the parent unit and of the study programs? What were the considerations behind these decisions and are the periodically re-examinied and if deemed necessary, changed? What were the changes made (if any)? How are the mission, goals and changes brought to the attnetion of the teaching staff, the students and the institution's authorities?

The main decision making body of the Faculty of Humanities is the Faculty Council (sometimes referred to in English as the Faculty Board). However, the three main committees of the Council (Development, Teaching and Research) usually prepare the discussion for its monthly meetings, often bringing crystallized proposals ahead of time. Thus it was in the case of the major reform of Faculty in the last few years, inspired by the Gager Report (see below), as well as other changes in the rationale, mission and goals of the Faculty. True, the initiative for the Gager Committee came from the University administration, but it was executed with the cooperation of the Faculty's leadership and institution. The Gager Committee's report were modified and then accepted by the various committees and then brought to the Council for discussion and approval.

Today, various smaller changes are being made, initiated by the Dean, with the approval of the committees and Council, to improve the structure adopted in this reform. There has been no thorough re-examination of the reform, but there is discussion in the Faculty that such a process would be desirable in the next year or so. In general, changes enacted in the teaching structure and administrative structure of the Faculty are brought to the attention of academic staff through meetings of the committees (each several times a semester), meetings of department heads (several times a year), meetings between the dean and departments (the aim is once a year for each department), the monthly meetings of the Faculty Council, and irregular written announcements. Such information is brought to the attention of the administrative staff through meetings of the entire staff (once or twice a semester), smaller meetings conducted by the Associate Dean, and written communications.

With regards to the students, information of this type is communicated by written announcements from the Faculty or departments, meetings on a departmental level and occasional larger meetings (such as the meeting of the entire incoming "freshman" class at the beginning of the first year).

As for the departments: usually initiates for changes in the study program come from within, and are discussed at the departmental meeting. Major changes need the

approval of the Committee for Teaching Affairs, and on occasion, the Faculty Council. At times, changes on a departmental level are initiated by the Dean or the Committee for Teaching Affairs, and these are enacted in cooperation with the Department.

2.7. 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 Dept. of Arabic Language and Literature is a key component of the Faculty of Humanities at the Hebrew University. It is not a large department, either in the size of its academic staff or the number of its students, but its impact is felt throughout the Faculty. One reason is the quality of the academic staff members, who are active in various committees, interdisciplinary programs and initiatives in the Faculty and University. Secondly, Arabic Language and Literature ties in with many other fields, and the work of the colleagues in the Department impinges on teaching and research elsewhere in the Faculty and beyond: Islamic and Middle Eastern Studies; Religious Studies, Jewish Thought; Linguistics; Hebrew Language and Jewish Languages; Hebrew Literature; and, General and Comparative Literature.

The Dept. of Arabic Language and Literature is known for the excellence of the colleagues' research, their good teaching, their commitment to their students, the extra-curricular activities and the overall positive atmosphere pervading it. In addition, the Faculty has taken note that it has made a serious effort in the last couple years to expand the number of students and has been successful in this endeavour.

Members of the Department can (and do) participate in the regular meetings of the Faculty Council that meets on a regular basis (generally once a month during term). The Department is represented in the Faculty Development Committee and the Teaching Committee by the head of the School of Literatures Arts and the head of the Institute of Asian and African Studies. The latter represents the Department on the Faculty Research Committee.

The needs of the Department, particularly for future hiring of tenure track positions, are well understood by the Dean who works with the Faculty Development Committee to integrate them into the Faculty Development Plan. Together with the Department and the Head of the Institute of Asian and African Studies, consideration is now being given to develop new areas of teaching and research, such as modern Arabic literature and Arabic belles-lettres in the pre-modern period.

Executive Summary of Gager Report

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

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

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

strategic plan that will serve as the basis for making new appointments. It is our view that the set of priorities listed above might serve as the basis for such a strategic plan.

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

The Committee has approached the delicate issue of how the existing structure of academic departments might be modified and simplified. It is the view of the Committee that the current structure of departments and programs is no longer appropriate to the proper functioning of a major university, and some departments are too small to maintain an adequate level of academic and intellectual strength. In its own deliberations, the Committee has approached the issue of reorganization from the perspective of the B.A. curriculum. We propose the creation of four divisions within the Faculty of Humanities: Languages and Literatures, History, Arts and Expressive Culture, and Modes of Thought, with specific departments each being part of one of these Divisions (see report). In addition to the departments, students may also concentrate in one of several Programs, which will be interdisciplinary in character and as complementary to the Departments, though working in close cooperation with them. Each of the four major divisions will be required to develop one or more team-taught gateway courses for first-year students. The teaching of the new B.A. first year will require a cultural change in much of the over-specialized approach to teaching among the faculty who will need to implement it, but it is the belief of the committee that a principal goal of the Hebrew University is the education of citizens, not merely specialists. More than in the past, many first-year students will be exploring their options rather than plunging into a ‘major’ at the very beginning. Thus, advising by faculty members will be essential in this new model and the administration of the

University will need to provide resources so that faculty members will be well trained and willing to undertake this important task.

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

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

The Gager Committee and the Dept. of Arabic Language and Literature

The Department of Arabic Language and Literature, as all units of the Faculty of Humanities, was evaluated in the year 2006 by the Gager International Committee appointed by the Hebrew University as part of its own self-evaluation processes, to consider a wide range of issues relating to the future of the Humanities at the Hebrew University. In particular, the Committee was asked to identify fields of strength or weakness within the Faculty of Humanities and to suggest ways to further develop and correct them.

The committee has proposed significant changes in a number of areas, one of them was the recommendation that the teaching of modern Arabic and the teaching of courses in Arabic <u>are to be strengthened and maintained</u>.

It was the view of the Committee that some departments are too small to maintain an adequate level of academic and intellectual strength. While the initiative to coordinate and cooperate between the various departments with historical approaches in the framework of the School of Literature can be lauded, the majority of the members of the Department of Arabic Language and Literature are not satisfied with the downgrading of the Institute of Asian and African Studies and its lesser involvement in the future with teaching and related matters. The devaluing of Arabic studies at the Hebrew University is particularly regrettable.

We are most unhappy that the long-standing and rewarding cooperation of the Department of Arabic Language and Literature with the Department of Islamic and Middle Eastern Studies within the framework of the Institute will be greatly attenuated. The previous situation, with two independent departments with shared common interests, but separate teaching and research agendas, closely cooperating under the auspices of a common Institute for the mutual benefit of all involved (teachers and students) will unfortunately be a matter of the past. It is hoped that unofficial cooperation will continue and eventually some form of institutionalized cooperation reinstated, without either department giving up it independence and unique role.

Chapter 3:
The Evaluated Study Program

3.1 The Goals and Structure of the Study Program

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

The Department of Arabic Language and Literature was founded in 1926 as part of the "Institute for Eastern Studies," later renamed the Institute of Asian and African Studies. Among the instructors in the department were top scholars of the Middle East and of Arabic, including S.D. Goitein, L.A. Meir, D.H. Baneth and H.J. Polotsky. With the establishment of the State of Israel in 1948, a sister department was established alongside the Arabic Department, called at the time the Department of Contemporary Middle Eastern Studies, and later renamed the Department of Islamic and Middle Eastern Studies.

Although officially called "The Department of Arabic Language and Literature", in fact the variety of fields and topics covered in our teaching and research is rather wider. For example, the fields of early Islam, Muslim theology and Islamic sectarianism are quite well-covered in the courses in our department, which includes leading experts in these fields.

The Department of Arabic Language and Literature functioned - until the summer of 2009 - within the Institute of Asian and African Studies. The Department started with a curriculum stressing early and mediaeval Arabic language and literature as essential for the study of Islamic civilization. Modern Arabic literature, Judaeo-Arabic and dialectology were also part of the program. The Department became a world leader in many of these fields.

3.1.2. Mission statement of the department / study programs, its aims and goals. What is the Strategic Plan of the department and its study programs?

The Department provides students with theoretical and practical knowledge of the Arabic language in all its forms: classical Arabic, medieval Arabic, modern literary Arabic and spoken dialects. Our students become acquainted with the history of Arabic language and literature and acquire a high level of proficiency in the reading of texts through a deep understanding of their historical, linguistic, and religious backgrounds.

The Department of Arabic Language and Literature offers both to its own students and students from other departments a variety of courses dealing with many areas of Arabic language and literature, as well as the religion of Islam:

- Language field***:*** Arabic and other Semitic languages, modern and classical approaches to Arabic grammar, medieval Judeo-Arabic, the linguistics of colloquial Arabic
- Literature field***:*** classical Arabic literature, modern Arabic literature, history of Islamic thought, polemical literature, Islamic historiography.
- Islam field: Qur'an and Ḥadith, social and political history of ancient Islam, the development of the Islamic religion, Islamic sects**.**

In the past two years, our department has undertaken a serious reconsideration of many aspects of the way our department is run. **A series of concrete steps have either been already taken or are planned for the future**, especially concerning the intake of new students and the program for year 1. This question is particularly significant in view of the continuing decline in the quantity and quality of Arabic teaching in Israeli high schools and the accompanying decline in accomplishment.

The main steps are as follows:

1. Activity to improve student numbers:
   - A structured effort at personal contact and follow-up with candidates who have expressed an interest in studying Arabic, encouraging them to join the dept.
   - Study-days for teachers and potential teachers of Arabic exposing them to the world of academic Arabic studies.
   - Lectures on Arabic subjects for high-school students, both on campus and in schools.
   - Joint program with the Faculty of Law to encourage law students with a prior knowledge of Arabic to take Arabic as a subsidiary subject.
   - Increase in the number of Arabic textual courses now recognized by the Dept. of Islamic and Middle Eastern Studies and the Center for Jewish Languages.
   - We are considering opening **intensive summer courses** for students interested in studying Arabic at university level but who lack the necessary knowledge for admission to the dept. The infrastructure for such courses already exists in the Rothberg International School for Overseas Students. This could easily be

developed into a program which would not only serve the needs of our dept., but would also prove attractive in general for students from Israel and abroad.

2. Admission policy: (for detail, see §3.2.3. below)
    - A revised admission policy, based upon a new type of entrance exam which tests practical competence rather than theoretical knowledge, allowing more students to join year 1
3. Arabic course content: (for detail, see §3.2.3. below)
    - Building a **supporting program** aimed at bridging gaps in knowledge
    - Close cooperation with the School of Language: The language exercises of an existing introduction to linguistics have been adapted to include materials in Arabic.
    - The **balance between classical and modern** Arabic literature has been improved, and our program now includes more modern Arabic than in previous years.
    - In response to recurring requests from students we ensure that each year at least two courses in Arabic dialectology, including practical fieldwork, are offered.
4. Course combinations:
    - Introduction of departmental team-taught survey courses: A number of constellations of department members are currently occupied with the planning of team-taught departmental survey courses, for example: “History of the Arabic language in Arabia” (S. Hopkins and O. Shachmon); “History of Arabic literature” (M. Goldstein and O. Shachmon).
    - Reform of **foreign language possibilities** (e.g. Persian, Turkish) allowing more flexible combinations with Arabic as major (see in detail §3.2.6. below).
    - Significant increase of options now available to students of Arabic, allowing a wider choice among the general introductory courses of the faculty (viz. history, linguistics, art and literature).
5. Addition of at least two faculty members in the near future

    In the last three years our department absorbed two new faculty members, one of them replacing a tenure-track member who had decided to leave the university. The two recruits are fully participating in maintaining the program and their contribution to the daily management of the department is strongly felt.

New teachers in the department, however, are clearly crucial for the reintroduction of fields currently not covered in teaching and research, as well as for the daily and ongoing running of our department. There exists a pool of excellent, accomplished young scholars eminently qualified to take up research and teaching posts in the department. From this excellent pool of recent and current doctoral students it would be perfectly possible to put forward some fine candidates.

3.1.3 Description and chart of the academic and administrative organizational structure of the departments and its study program/s (including relevant committees and names of senior administration).

Only a decade ago our department had 13 full positions, while today we have but 6 positions (of which 0.5 is occupied by our former rector), two of which were filled in the past three years. In addition to these full staff members, we rely on a number of external lecturers, all of whom are graduates (PhD) of the department, and on retired professors who volunteer their time.

Our program, then, is managed by four professors, two young lecturers, volunteers and other non-academic staff. Despite its small size, the current team is highly devoted and each of the staff members invests his or her best efforts into the effective running of the program. Administrative positions are as follows:

Head of Department:	Prof. Gabriel M. Rosenbaum (since Oct. 2012: Prof. Meir M. Bar-Asher)
Department secretary:	Ms. Dvora Mezan
B.A. Advisor:	Dr. Ori Shachmon
M.A. Advisor:	Prof. Bar-Asher & Prof. Michael Lecker
Department webmaster:	Dr. Miriam Goldstein
Recruiting and admissions follow-up:	Dr. Ori Shachmon (Coordinator)
Coordination of M.A. final exams:	Dr. Miriam Goldstein

It is noteworthy that Prof. Sarah Stroumsa, who holds a joint appointment in the department of Arabic and the department of Jewish Thought, served as the rector of the University until October 2012.

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

The following table details the number of students in our program, in the various tracks. It is clear from the data in the table that the number of MA students is significantly high, indicating the very positive reputation of our department as a leader in research and in teaching. It is noteworthy that we encourage our excellent BA students to continue in their studies in the department, and indeed, every year we see a strong core of promising young students who lead in our MA classes as an integrated group with excellent Arabic background and skills.

	BA		MA			Ph.D
	1st yr students	Total BA students	Students w/ thesis	Students w/o thesis	Total MA students	
2007-08	37	81	7	10	17	18
2008-09	17	77	5	9	14	15
2009-10	13	63	7	10	17	14
2010-11	14	49	7	6	13	14
2011-12	18	48	5	12	17	13

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

	BA	MA w/ thesis	MA w/o thesis	PhD
2008	**38**	**6**	**4**	**4**
2009	**18**	**1**	**1**	**1**
2010	**19**	**1**	**4**	**1**
2011	**17**	**1**	**7**	**4**
2012	**20**	**2**	**1**	**2**

3.2 The Study Program – Contents, Structure and Scope

3.2.1. The name of the study program, specializations/tracks within the program, the campus where it is taught.

The name of the program is "Arabic Language and Literature" implies a variety of fields and topics covered in our teaching and research beyond the narrower concerns of language and literature alone, thus including e.g. early Islamic history, Muslim theology and sectarianism (see further in §3.1.1. above).

3.2.2. Please provide in the format of Table 7.1 the structure of the study program its content, and scope (years of study, semesters, hours per year and credits) and the distribution of the studies throughout the academic year. Does the study program supply courses to other units?

Table 7.1 on page 33 below presents our current study program, which is designed to serve the composition of the students admitted to the program. Our Jewish Israeli students typically studied Arabic for several years at high school, and sometimes for several further years in the army. At the same time, we also have Israeli Arab students, with Arabic as their mother tongue. On occasion, we also have students who learned Arabic in other institutions, or on their own.

Given the very different backgrounds of our students, in year 1 we strive to bring them to a common level of Arabic knowledge. In years 1 and 2 students are provided with the basic tools of the trade. These include systematic revision of Arabic grammar (which may be termed a "service course"), introduction to bibliography and academic literature, reading of texts in both classical and modern Arabic. Acquaintance with Islam, the Quran and Arabic culture in general is provided in classes which deal with the Muslim religion, the text of the Quran and its commentaries and Arabic civilization. In year 3, while continuing the study of classical and modern texts, students are exposed to a wider variety of subjects, including Arabic poetry and spoken Arabic dialects. They are also required to work more on their own with seminar papers, etc.

All three years of the B.A. syllabus are accompanied by written exercises and oral presentations.

Our M.A. program, unfortunately, no longer offers structured specialization tracks. This is not of our own volition but imposed by staffing cuts. Our students compose their curriculum on the basis of a variety of courses offered by our current staff, which include: Arabic Language, Classical and Modern Arabic Literature, Islamic

Sectarianism, Judaeo-Arabic and Dialectology. See §3.5.1.2 below for staff specialties. In addition, some of our retired faculty provide courses on occasion, on a volunteer basis.

Students from other departments at the University, for example, the Department of Middle Eastern and Islamic Studies or the Department of Hebrew Language and Linguistics, often take courses in the Department. Certain courses in particular are popular with outside students, including Palestinian Dialects (O. Shachmon) and Introduction to the Religion of the Druze (M. Bar-Asher; offered 2012-13).

Beginning in 2011-12, several of our courses have been defined as “Cornerstone” and “School” courses which fulfill Faculty requirements, such as "Canon and Commentary" (M. Goldstein) and "Muhammad and the Jews" (M. Lecker).

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

Because of the small size of our department, all of our members are highly involved in the ongoing planning and managing of the study program. Changes in the curriculum and similarly important matters are thoroughly discussed and decided upon at staff meetings, which occur at least three times a year.

A. Changes in entrance criteria and introductory courses

As mentioned, the ever-decreasing number of students enrolling in the department has impelled us to adapt. During the past two years, we have introduced important changes in our entrance criteria (see in detail §3.2.1. above), and then in the B.A. program itself.

A new introductory course, “Basic Arabic Grammar and Syntax” (16103): Students who excelled in the grammatical section on the entrance exam (see above) are exempt from the course, while those whose results were less good and need to remedy gaps in knowledge must enroll in the course and successfully pass an exam at the end of semester A. The course is aimed at refreshing students’ knowledge of the basic elements of Arabic grammar and syntax, bridging the gap resulting from varied backgrounds (native speakers of Hebrew, native speakers of Arabic, students post-army-service, etc), and bringing all students to the minimum level required, by the end

of the first semester. In this introductory course, the grammatical topics are dealt with from a practical point of view, with the principal aim of enabling our first-year students to practically cope better with the vocalization and translation of challenging classical and modern texts which they read in other courses.

B. Revamping of instruction in grammar

An additional grammar course "Arabic Grammar – Reading of Texts" (16104) was added with the aim of intensifying emphasis on grammatical understanding in year 1. Significantly, this course is based on texts already studied in semester A – that is, students are not required to cope with new material, but rather, to deepen their understanding of texts with which they are already familiar. Naturally, this is done via coordination between four departmental instructors: one teacher of modern texts, two teachers of classical texts and one teacher of grammar.

Introduction of extra grammatical instruction. Beginning in the 2012-13 academic year, students will gain added exposure to grammatical topics in a revision course designed to improve their basic language skills. This change requires ongoing cooperation with teachers of textual courses in the first-year program, in which students are continuously required to implement these grammatical tools.

C. Introduction of new course subjects at the request of students

Meetings with student representatives have revealed that students are quite interested in broadening their knowledge of modern Arabic language and literature. In accordance with this recurring request, in the last two years we have introduced a number of elective courses which expose students to modern Arabic authors and include intensive reading in modern Arabic literature from all over the Arab world. These include "Modern Arabic Short Stories" (Shachmon, 16124); "Stylistic Innovations in Contemporary Egyptian Prose" (Rosenbaum, 16890); "Aspects of Modern Egyptian Culture" (Rosenbaum, 16360); "Free Verse in Modern Arabic Literature" (Moreh, 16857);.

In addition, since the recent addition of Dr. O. Shachmon to the department, at least two courses on modern Arabic dialects are offered every year. These courses also include the collection of spoken materials in active field work.

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

See paragraph 3.2.3.

3.2.5 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 Business School and Manufacturers' Association or Industrial Factories)?

Not applicable.

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

Collaboration with the Department of Islamic and Middle Eastern Studies:

Our department has a strong connection with the Department of Islamic and Middle Eastern Studies: For one, we are the body which traditionally supplies this "sister" department with numerous "textual" courses that fulfill their students' requirements to read classical and modern Arabic texts. In addition, many students study in our department as a minor, while their major is in other - often larger - departments, especially the Department of Islamic and Middle Eastern Studies. Given our clear interest in enlarging the number of students in our classes, we are careful to prevent clashes between compulsory courses in our two departments as well as to schedule our classes in a way that accords with theirs.

Study of foreign languages:

Last year we were successful in achieving a fundamental reform regarding the study of foreign languages, which was officially approved by the Teaching Council of the Faculty. Students who choose Arabic as their major and study a minimum of 52 credits in our department are now allowed to study Eastern and Western foreign languages and to receive credits for this study, in our department. Accordingly, we encourage our students to participate in such language courses outside the department, and much effort is invested in building a timetable that accommodates the study of Persian, Turkish, Syriac and other target languages, i.e., those most important to the building of our graduates' academic profile.

Collaboration with the School of Language:

In addition, we have recently established a close cooperation with the School of Language. This cooperation has already proved fruitful in leading to the restructuring of an existing introductory course in linguistics. The language exercises of this course have been adapted to include materials in Arabic and other Semitic languages.

Teacher Training – New Track:

In accordance with the specific request of our dean, the teacher training track, which had been closed for many years, will be open again in October 2012. This was the result of great effort and close cooperation with the School of Education, and included the building of new curricula, intensive recruitment of potential candidates, and adjustments of existing courses to the needs of future Arabic teachers.

A new dedicated course was created in order to train our future Arabic teachers to **teach Arabic in Arabic**, by developing their speaking competence. This course is one of a kind in Israel, where Arabic is customarily taught in Hebrew.

Many of our current students as well as potential candidates have expressed interest in such a track, and we sincerely believe that the opportunity to acquire a certificate in teaching will encourage more students to join our program.

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

As detailed above, our department is looking ahead in numerous ways and thinking of possible improvements to our study program. We are in close contact with students and endeavor to respond to their requests in the best way possible, while retaining our high standards of Arabic instruction.

In addition to the wide-ranging reforms of the past three years, we have a number of further development plans, which include:

- Introduction of departmental team-taught survey courses:

A number of constellations of department members are currently occupied with the planning of team-taught departmental survey courses, for example: “History of the Arabic language in Arabia” (S. Hopkins and O. Shachmon); “History of Arabic literature” (M. Goldstein and O. Shachmon).

- Immersing students in an Arabic-speaking environment

Looking further ahead, following the precedent of Arabic departments in Europe and the USA, it would be very desirable to immerse our students in a genuine Arabic-speaking environment by sending them for a period of study (or a number of courses) in an Arabic university (e.g. Al-Quds or Bir Zeit) or institution of higher learning (e.g. Qasimi College). Conversely, we would be happy to welcome Arab students from Arab institutions to study credit courses at the HU.

- Practical language skills:

Practical language skills are, due to staff cuts, no longer taught in the department. We view this lack as highly regrettable. There is an ever increasing demand for practical training in correct pronunciation of Arabic, in writing and translation, and above all – in developing conversational skills in both MSA and the dialects. Such courses were indeed offered in past times, but can only be renewed by external budgeting, which we hope to obtain. We have excellent candidates available immediately to teach such courses, among our native-Arabic-speaking advanced students.

Our plans and hopes are to restore the Department of Arabic Language and Literature to the important position it held until recently both within the Hebrew University and the international world of Arabic studies. We are determined to continue our efforts in this direction and hope as well that future staff recruitment will allow us to expand our activities further.

3.2.8 In summary, to what extent has the program achieved its mission and goals? What are its strengths and weaknesses?

In our view, a graduate of the department of Arabic Language and Literature should attain a high level of competence in classical and modern Arabic, Islam and Muslim culture and the academic research literature relating to these subjects. We also aim at instilling a critical and analytical approach to the problems of the field.

As a whole, in the framework of courses currently offered, we feel that we manage to achieve most of our goals. We feel that our best graduates are excellent Arabists, and are provided with a high level of knowledge, work methods and critical approaches.

Nevertheless, in the realm of active language skills, we – as well as our students – are left with much to desire. In the current situation, all practical language skills were taken off the program due to budgeting considerations. Our students recurrently point out their desire and need for practical instruction in active writing and speaking. These were in the past an integral part of our program. Today, all courses are taught in Hebrew, and assignments are written in Hebrew (with the exception of one course in year 1).

The Study Program - Table no. 1

B.A. double track (Arabic as main subject)

The data refers only to the academic year of evaluation (2011/12)

Year in Program	Semester	Course Title	Course Type (oblig./elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	Teaching Staff
1	1 and 2	Introduction to Islam: Belief and Ritual	obligatory	4	-	2	-	-	Prof. Yohanan Friedmann
	1	Basic Arabic Grammar and Syntax	obligatory	0	-	1	-	-	Dr. Ori Shachmon
	2	Arabic Grammar: Phonology and Morphology	obligatory	4	-	4	-	-	Prof. Simon Hopkins
	2	Arabic Grammar through Texts	obligatory	2	-	2	-	-	Prof. Simon Hopkins
	1	Classical Arabic Prose – Part A	obligatory	4	-	4	-	-	Prof. Michael Lecker
	2	Classical Arabic Prose – Part B	obligatory	2	-	2	-	-	Mr. Roy Vilozny
	1	Modern Arabic Short Stories	obligatory	4	Not open to native Arabic speakers	4	-	-	Dr. Ori Shachmon
	1 and 2	Reference Literature	obligatory	4	-	2	-	-	Mr. Guy Ron-Gilboa

2	1 and 2	Arabic Syntax	obligatory	4	-	2	-	-	Dr. Amir Gaash
	1 and 2	Qur'an with the Commentary of al-Jalalayn	obligatory	4	-	2	-	-	Dr. Miriam Goldstein
	1 and 2	Guided Course in Qur'anic Exegesis	obligatory seminar	4	-	2	-	-	Prof. Meir M. Bar-Asher
	1	Muhammad and the Jews	elective[1]	2	-	2	-	-	Prof. Michael Lecker
	2	Reading in the Biography of the Prophet Muhammad	elective[2]	2	-	2	-	-	Prof. Michael Lecker
	2	Prophets, Kings & Jinn in Muslim Literature	elective	2	-	2	-	-	Dr. Michal Levi
	2	Inventors and Inventions in Muslim Literature	elective	2	-	2	-	-	Dr. Michal Levi
	1	The Intellectuals and Government in Early Islam	elective	2	-	2	-	-	Prof. Michael Lecker
	1	Muslim Authors on Christianity	Seminar	2	-	2	-	-	Dr. Miriam Goldstein

[1] Open as an elective to students in all years of the B.A. program.
[2] Elective courses which appear in the 2nd year are also open for students in their 3rd year.

	1	Introduction to Spoken and Written Modern Egyptian Arabic	elective	2	-	2	-	-	Prof. Gabriel Rosenbaum
	1 and 2	Modern Egyptian Prose: From Mahfuz to the January 2011 Revolution	elective	4	-	2	-	-	Prof. Gabriel Rosenbaum
	1 and 2	Palestinian Arabic	seminar	4	-	2	-	-	Dr. Ori Shachmon
	2	Reading in Selected Texts of Arabic Grammarians	elective	2	-	2	-	-	Dr. Aryeh Sadan
	1 and 2	Sufi Texts – Reading in Arabic Mystical Works	elective	4	-	2	-	-	Dr. Eliyahu Stern
	2	Classical Arabic Poetry	obligatory	4	-	4	-	-	Prof. Albert Arazi
	2	Islamic Prosopography	seminar	2	-	2	-	-	Prof. Michael Lecker
	2	Literary Texts in Modern Egyptian Arabic	seminar	2	-	2	-	-	Prof. Gabriel Rosenbaum
	1 and 2	ʿUlamāʾ and Mamluk Amirs' Biographies in al-Jabarti's History	seminar	4	-	2	-	-	Prof. Shmuel Moreh

3	1 and 2	Chapters from Sibawaihi's al-Kitab	elective	4	-	2	-	-		Prof. Aryeh Levin & Ms. Michal Marmorstein
	1 and 2	Religious Figures Transcending Traditions	elective	4	-	2	-	-		Dr. Miriam Goldstein
Total				88 (60 needed for B.A.)		63				

M.A. (Various Tracks)[3]

Year in Program	Semester	Course Title	Course Type	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	Teaching Staff
	1 and 2	Chapters from Sibawaihi's al-Kitab	elective	4	-	2	-	-	Prof. Aryeh Levin & Ms. Michal Marmorstein
	1 and 2	ʿUlamāʾ and Mamluk Amirs' Biographies in al-Jabarti's History	seminar	4	-	2	-	-	Prof. Shmuel Moreh
	1	ʿ*Iṣma* in Sunni and Shiʿi Islam	elective	2	-	2	-	-	Prof. Meir M. Bar-Asher
	2	Introduction to Mediaeval Judaeo-Arabic	seminar	2	-	2	-	-	Prof. Simon Hopkins
	2	Topics in Arabic Sociolinguistics	elective	2	-	2	-	-	Dr. Ori Shachmon
	2	The Hereafter: Hell and Heaven in Muslim Tradition	elective	2	-	2	-	-	Dr. Michal Levi
	1 and 2	Modern Egyptian Drama: from Tawfiq al-Hakim to Lenin al-Ramli	seminar	4	-	2			Prof. Gabriel Rosenbaum

[3] M.A. Courses are open to 3rd year B.A. students upon the approval of the lecturer.

	1	Readings in Manuscripts of Arabic Grammarians[4]	elective	2	-	2	-	-	Dr. Aryeh Sadan
	1 and 2	The History of Jerusalem during the Early Islamic Period	elective	4	-	2	-	-	Prof. Amikam Elad
	1 and 2	Arabic Epigraphy	elective	4	-	2	-	-	Prof. Moshe Sharon
	2	Imagination and Knowledge in India and Islam	seminar	2	-	2	-	-	Prof. Sara Sviri & Prof. David Shulman
	2	Topics in the History of Mediaeval Hebrew Grammar	seminar	2	-	2	-	-	Prof. Aharon Maman
	1	Al-Andalus: Linguistic and Literary Contacts	seminar	2	-	2			Prof. G. Bossong
		Final Exam	obligatory	-	-	-	-	-	-
		Seminar Research Project in M.A Studies	obligatory	-	-	-	-	-	-
Total				36 (28 needed for M.A.)		26			

[4] Open to 2nd year B.A. students.

3.3. Teaching, Learning and Learning Outcomes

3.3.1 Does the Department have a structured system for evaluating teaching? If 'yes', please specify what the process includes. How are the results of the evaluation activities used, specifically the negative findings about faculty members' teaching?

How does the unit foster excellence in teaching? How are excellent teachers rewarded?

Does the institution have a center for the enhancement of teaching? If not, does the institution / unit / department offer the teaching faculty systematic activity, such as courses/in-services/training/instruction and guidance programs in order to improve the quality of teaching?

Do new faculty members receive special support? Does the department have a mentoring program for new faculty? If 'yes' – please specify.

The Hebrew University and the Department of Arabic Language and Literature place considerable importance on the quality of teaching.

A. Evaluations. Students are asked to fill out evaluations for every course they take. In recent years the evaluation process was adapted for internet use, and all students of a given course can fill out the forms and submit them at their convenience using the internet.

These evaluations are taken very seriously at the university and faculty levels. The compiled students' evaluations for each course are now available to students as part of the course description in the course catalog. Outstanding teachers are awarded commending letters from the Rector and the Department Chair, and their names are publicized by the university on Outstanding Teacher posters in each department. The best teachers are also awarded a Rector's prize for outstanding teaching.

B. Workshops. The Hebrew University has a Teaching and Learning center whose mission is to enhance teaching quality. The center offers a workshop annually for newly recruited teachers, teachers with poor evaluations from their students, as well as for teachers with positive evaluations who would simply like to expand their range of teaching methods.

C. Teaching Skills Reports. The Dean and the Chair follow up on such teachers and assess the improvement in their teaching. Teaching skills are an important factor in faculty promotion and are seriously considered by promotional committees for all

levels of promotion. In cases of promotion with tenure, a senior teacher attends a typical lecture given by the candidate and submits a Teaching Skills Report to the promotional committee.

D. Mentors. According to the regulations for appointments and promotions which were recently adopted by the University, new lecturers are assigned a mentor from the senior faculty, who assists them in the initial stages of their academic career. In addition, the Faculty of Social Sciences offers a short introductory course in teaching methods for new faculty. From time to time, the School of Education, together with the Rector's office, offers workshops open to all teachers to improve their teaching skills, and workshops to advance the use of technology (i.e., preparing PowerPoint presentations, advances in Office, etc.).

3.3.2 Chart of Teaching Surveys

Our classes in the Department of Arabic Language and Literature are generally on the small side – less than 20 students per class – and, especially in year 1 and 2, are focused on building skills gradually in reading and comprehension in a variety of fields (prose, Quran, poetry, modern literature). For this reason, standard teaching surveys do not always reflect accurately student reflections on faculty teaching.

That said, our classes consistently receive good to excellent marks as demonstrated in the chart below.

	Courses - General rating				Teachers - General rating			
	1st semester		2nd semester		1st semester		2nd semester	
	Average	No. of courses	Average	No. of courses	Average	No. of courses	Average	No. of courses
2011-12	16.80	5	17.20	7	18.32	5	18.61	7
2010-11	16.57	5	16.99	8	17.26	5	17.92	8
2009-10	19.97	2	15.55	6	18.95	2	16.96	6
2008-9	13.69	4	15.19	12	15.69	4	16.41	12
2007-8	18.13	4	15.42	13	18.74	4	16.13	13

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

Since most of our classes are small (between 10-25 students per class) our style of teaching tends to be interactive, with students encouraged to work on their own already in year 1.

Computerized classrooms. Numerous courses take place in computerized classrooms, where computer- and web-based tools are used to examine various materials (e.g. written and oral texts, maps, pictures etc.).

Web-based dictionaries. Many instructors make use of websites and electronic web-based dictionaries during class.

Course Websites. Most of our courses already have websites on the Moodle system, and certain instructors make use of Moodle for electronic submission and revision of assignments as well as to promote correspondence on forums in between classes, regarding assignments.

MA exams. The MA exams now have a special Moodle site, where students can view requirements, download test materials and correspond between themselves on a forum.

Departmental website. A new department website – parts of it in three languages (Hebrew, Arabic and English) - was launched this year, and it is updated regularly.

3.3.4 Learning Outcomes

3.3.4.1 What are the program's intended Learning Outcomes (LO)? How were they set and where are they stated?

The program of the Department of Arabic Language and Literature is constructed on the basis of gradual and constant development in students' knowledge of the Arabic language, literature, history and culture. Our department's required courses build on each other to create a solid knowledge of these elements. The student who graduates with a degree in our department is able to read Arabic texts of any length from nearly any genre and period, and is able to discuss the cultural and historical contexts of the text. These LO are defined on the opening page of our website, which has recently been revamped and provides information for both the potential applicant and for current students: http://www.hum.huji.ac.il/units.php?cat=407&incat=406

3.3.4.2 Are learning outcomes defined in the course syllabi?

Learning Outcomes are defined in the course syllabi, as is clear from the syllabi enclosed in this report. Students receive a clear picture of what they will be expected to know by the end of the semester/year – and what tools and knowledge they can expect to gain from the course. Since our departmental courses build on each other, the learning outcomes are a built-in aspect of our approach.

3.3.4.3 Describe the methods applied to measure learning outcomes according to the following:

3.3.4.3.1. Examinations and exercises

a. Describe the method of examinations and their character, the relative weight of each type of examination in the final grade.

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

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

d. Please provide in the format of a histogram how the final grades are distributed in all study programs and all degree levels in the last 3 years.

Almost all of the exams in our department are written exams (oral exams are rare). There are a few multiple-choice exams and take-home exams. The relative weight of the exam in the final grade varies from one course to another. Almost always, the grading method is based on counting errors, assessing weaknesses and omissions. Grades are not curved nor are they influenced by statistical considerations.

In addition to their exam grades in most courses, one or more of the following factors may play a role in the final grade: attendance, preparation for class, participation in class discussions, and the quality of questions asked by the student.

Examinations are composed by each individual instructor, who, if necessary, consults other staff members on the makeup of the exams. Each instructor grades his/her own exams, providing comments to students; exams and students' written responses are scanned and are available to the student once they've been graded, so that they see exactly where their mistakes were as well as where their strong points were.

The following table includes the average of the final grade distribution in the B.A. and M.A. programs in the last 3 years (*Doctoral candidates do not receive a number grade on their dissertation)

	2012	2011	**2010**
BA	86.32	85.27	**80.80**
MA	86.14	86.32	**86.74**

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

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

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

c. Who grades the written assignments?

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

e. 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.

There are several types of written assignments which may influence the final grade. As mentioned above, in most courses the students are required to prepare Arabic texts, which are later read, analyzed and discussed in class. In some courses, the students write exercises, based on previous class lessons. In some cases, the exercises are presented and discussed (and marked respectively) in class, and in other cases, they are handed in, checked by the course teacher and returned to the students graded and annotated.

Moreover, the students are required to write seminar papers, in which they deal with some relevant subject or text(s), using research methods learnt in the seminar. The seminar paper usually consists of two main elements: (1) translation of some text(s) from Arabic into Hebrew; (2) analysis of the text(s), including comparisons with similar material. The seminar teacher checks the papers and returns them graded and annotated (specific remarks throughout the paper and/or general remarks at the end).

BA students do not write a final paper at the end of their degree. Rather, they are required to write two "seminar papers" at some point during their degree. One of these is a required paper on Quranic exegesis; the other is on the topic of their choice, and is carried out in the limited framework of a course defined as "seminar"

In the MA program, students who take the research track are required to write a research seminar paper (thesis) as well, in which they carry out independent research. Students locate a faculty member willing to supervise their work. Together they choose the topic of their research and then the student conducts the research under the guidance of the supervisor. The final paper is read and graded by the supervisor and by another faculty member separately and independently. The final grade (which is the average of the two grades) is submitted on a form which also contains two separate detailed verbal reports for the paper.

The following chart details the final grades awarded to MA theses in the past years:

Year	Number of students	Thesis grade
2008	6	92.25
2009	1	90
2010	1	91
2011	3	96.36
2012	2	83.5

3.3.4.3.3 Training and field work

Describe the training/field work required in the program, their contents and scope. What methods are applied to evaluate training/field work? What kind of feedback is given to the students?

Fieldwork is required in the course "Palestinian Arabic" (O. Shachmon). This course provides students with basic working tools in the field of Arabic dialectology, viz. transcription skills, dialect classification and analysis, etc. Students are exposed to the very different types of Arabic dialects which are spoken in the Palestinian realm, and learn principles of linguistic fieldwork. Towards the end of the course they record native speakers of Palestinian dialects. The results are then transcribed and translated, and carefully analyzed according to the classifications and linguistic topics studied in

the previous semester. The students present their work in class and share their experience with their classmates.

In addition, this course makes frequent use of the language laboratories, which allow for individual work on authentic recordings and other file sounds, to practice transcription skills, etc. It goes without saying that the students appreciate the work in the laboratories and benefit greatly from it.

3.3.4.4 Number of graduates who graduated with honors.

Year	B.A.	M.A.
2006-07	2 (of 15)	1 (of 12)
2007-08	8 (of 31)	1 (of 10)
2008-09	0 (of 15)	0 (of 2)
2009-10	3 (of 16)	0 (of 5)
2010-11	2 (of 14)	1 (of 6)

The Hebrew University does not grant dissertations with the "PhD with honors" grade.

3.3.4.5 Other methods applied to measure the achievements of the students.

Instructors apply a variety of methods in order to measure student achievements, in addition to exam grades. This is because in a department focused on gradual skill building, like ours, intermediate evaluations are absolutely crucial to ensure that students are keeping up and are absorbing course material.

Most importantly, classes are generally not lecture courses. They are text reading courses in which students are chosen at random each week to read the Arabic text with full vocalization, fluently and accurately, and to provide their translation of the text. This means that students can be orally examined on course material at any point, and they make sure to stay ready for such random examinations.

Some of our instructors require that students submit regular weekly written assignments throughout their courses – this concept has begun to be applied much more consistently in our department in the past three years. Other instructors have quizzes at certain points during the semester. Nearly all instructors require students, starting from year 1, to deliver oral presentations dealing with materials that come up during class, on the basis of extra reading – this is useful for the presenter and also enriches class discussion.

3.3.5 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 constant and careful monitoring of student achievement during the semester has proved quite successful in ensuring continuous learning, and in lowering dropout rates in the department. Teaching surveys, as discussed above, demonstrate the popularity of our courses and our teachers – as well as the increasing desire of students from other departments to participate in our classes (The rankings of the courses as found in the results of the teaching surveys given by the program in the last 5 years can be found in §3.3.2 above)**.**

3.4. Students

3.4.1 What are the entry requirements/criteria for the program and the actual admission data, including the "on probation" status? Please submit data concerning the number of applicants, admitted students, and enrolled students in the program in the last five years (divided by degree) as follows:

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

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

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

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

Candidates, admitted and enrolled students

The general conditions of admission to Undergraduate degree at the Hebrew University are as follows:

- Entitlement to the Israeli Matriculation Certificate ("Bagrut" Certificate)
- An appropriate score on the Israeli Psychometric Test.
- Knowledge of the English language – meeting the University's minimum requirements (Level 3).
- Knowledge of the Hebrew language – meeting the minimum language requirements for students whose did not attend a Hebrew-language high school.

In addition to the above, our students are required to have previous knowledge of Arabic at the level of an external secondary school matriculation examination.

We in the Department of Arabic Language and Literature are proud of nurturing generations of excellent graduates. For this reason, we still insist on examining our candidates prior to admission, to enable us to start our undergraduate program on a

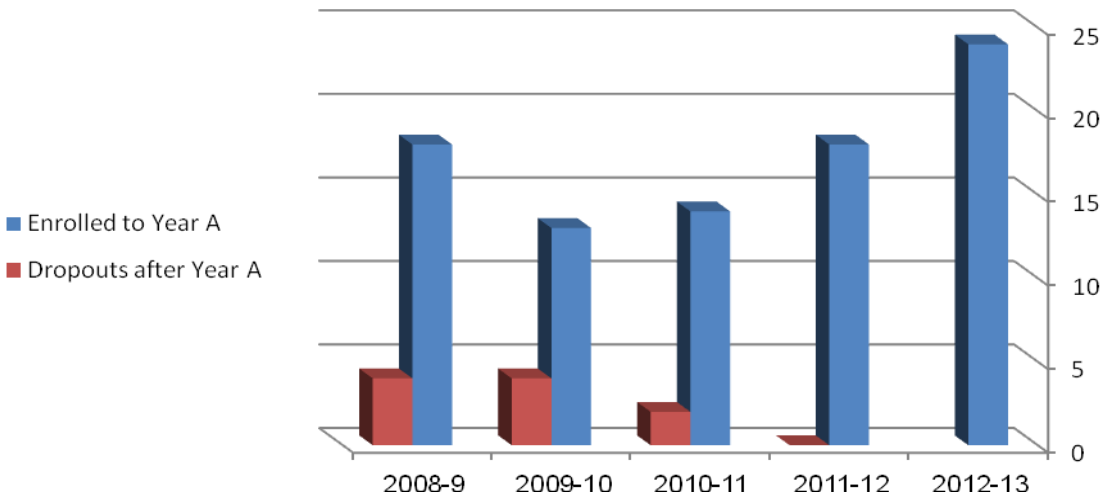
relatively high level. This head start in our courses, virtually unique in the world, has very positive results. As a whole, it gives the Department a very special position in the Western academic tradition; students in departments of Arabic elsewhere in Europe and the United States must start their instruction in the language from scratch.

However, since the level of Arabic studies achieved in high schools is not as high as it used to be, students arrive at the university with considerably less prior knowledge in Arabic. **This has impelled us to adapt.**

Fundamental changes have been made in the entrance exam, the major innovation being the emphasis on comprehension skills, as opposed to the earlier exam, which nearly completely focused on grammatical knowledge. The new exam consists of a short modern text, which is followed by multiple-choice questions that examine the student's ability to contend with an unseen text in Arabic as well as his or her analytic abilities. As an indirect product, this section enables us to evaluate the student's writing skills in Hebrew. An elective grammatical section allows us to measure students' level of grammatical knowledge, viz. verb conjugation and analysis as well as basic syntactic constructions. This entry exam is our de facto and de jure admission criterion, above and beyond the university requirements.

A new introductory course has been implemented in the curriculum, in order to support students whose results in the grammatical section were less good and who need to remedy gaps in knowledge. The course has proven successful in refreshing students' knowledge of the basic elements of Arabic grammar and syntax and in bridging the gap resulting from varied backgrounds.

Currently, in the third year since the reform, its benefits are quite evident. Student numbers are constantly increasing, and the dropout percentage has become negligible:



	2008-9	2009-10	2010-11	2011-12	2012-13
Enrolled	18	13	14	18	24
On probation*	0	0	6	10	10
Dropouts**	4	4	2	0	N/A

* On probation: enrolled, but required to take introductory grammar course described above

** Dropouts: those who did not pass the introductory grammar course in the first year and did not continue to Year B, or those who left after Year A for other reasons

This tendency is strongly felt in classrooms, which are fuller and fuller, and in which the relative proportions of Arabic concentrators is continuously on the rise. Moreover, students from other departments express growing interest in the courses offered in our department – especially those from Middle East studies, linguistics and Hebrew language. Energetic recruitment efforts (see §3.1.2) impel this reform further. Students feel the difference: in talking to them, it is clear that the current image of our department is of a young, dynamic unit which is sensitive to students' needs.

We believe that the numbers speak for themselves. Following are enrollment data from the past three years, since the reform. Please note that an "on probation" status in the Arabic department is one result of the reform, and for this reason, there was no such status prior to 2010-11 academic year.

It may be added, that in the last two years we have made personal phone calls to all of our potential candidates, i.e. those who expressed their interest in the department of Arabic at some stage or another. About half of these actually attend the entrance exam, and about 80% of them indeed pass it. However, not all of those who pass in fact register in our department - some decide to register in other departments of the university, while others go elsewhere, to other universities or to the academic colleges (*Mikhlalot*), where requirements are less demanding.

Also noteworthy is that our entrance exam is valid for two academic years, and there is currently a pool of 6 candidates who passed our exam in 2012 and expressed their wish to start their studies in Oct. 2013. These are mainly soldiers who are still in active service but were persuaded to take the exam while Arabic is still "fresh" in their minds.

Psychometric scores

The distribution of the psychometric score and of the matriculation grades in our department is as follows:

		2007-8	2008-9	2009-10	2010-11	2011-12
Admitted	matriculation grades average	10.15	10.6	10.34	9.99	10.47
	psychometric score averages	586.2	597.6	596.9	586.0	598.8
Enrolled	matriculation grades average	10.12	10.63	10.32	10.08	10.41
	psychometric score averages	582.5	602.9	604.4	591.9	598.6

The maximum Matriculation grade can be greater than 10 because students can get bonus points if they are enrolled in advanced classes. the grades in the psychometric test range between 200 and 800, with a mean of 560 and a standard deviation of 90.

Students continuing to advanced studies

The staff of the Arabic department makes a special effort to identify students with academic potential and encourage them to continue to the MA degree and beyond. Following are the numbers of alumni who have completed their studies with distinction (Cum Laude) or with outstanding distinction (Summa Cum Laude) in the last years:

Year	B.A.	M.A.
2006-07	2 (of 15)	1 (of 12)
2007-08	8 (of 31)	1 (of 10)
2008-09	0 (of 15)	0 (of 2)
2009-10	3 (of 16)	0 (of 5)
2010-11	2 (of 14)	1 (of 6)

Our department has an extremely impressive track record in producing fine doctoral theses. Despite our small numbers, the percentage of our students who go on to doctoral studies and complete them (frequently 'cum laude', a grade now cancelled) is very high compared with other departments. For data regarding our research students

(master degree with thesis, doctoral degree), including numbers of enrolled students, graduates of the program and graduates of the program who have completed their studies with outstanding distinction in the last years, see §4.5. below.

Following are data regarding the number of students and graduates of the program in the last years:

	BA		MA		Ph.D	
	Total no. of students	Graduated	Total no. of students	Graduated	Total no. of students	Graduated
2008	81	38	18	10	18	4
2009	77	18	14	2	15	1
2010	63	19	17	5	14	1
2011	49	17	13	6	14	4
2012	48	20	17	3	13	N/A

3.4.2 Describe the selection and admission process, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them. How are the admission criteria decided upon, and to what extent are the criteria and procedures for admission related to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) for the program?

The selection and admission process to our department, as well as the reasons for the criteria chosen, are described in depth directly above.

Affirmative Action

Since the beginning of the academic year 2001-2002, the Hebrew University has been employing a policy of affirmative action in all departments and programs, including the department of Arabic. According to this policy, applicants who are eligible for personal advancement, based on criteria set by the Association for Educational Advancement, can be accepted even if their weighted score is slightly lower than the department's admission cutoff grade, and according to the allocated number of vacancies.

Candidates with special needs may take the psychometric test in special conditions fitting their situation. Should those applicants fail to meet the regular admission requirements, they will be eligible to submit an appeal to the Board of Appeals.

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

The following are the criteria for advancement and for completion of studies:

Students who were required to take the introductory grammar course must pass it in the first semester in order to continue into the second semester of year 1. The main criterion for advancement from first year to second year is passing (with a minimum grade of 60) all the courses of the first year. The criterion for advancement from second year to third (and last) year is passing (with a minimum grade of 60) the three compulsory courses of the second year: Arabic syntax, Quran and a pro-seminar.

The criteria for completion of the studies, including the requirements for being entitled to receive an academic degree: passing all courses and completing a pro-seminar paper and a seminar paper.

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

The yearly drop-out percentages of BA students from the program over the last five years is as following:

	2007	2008	2009	2010	2011
After 1st year	21.6**%**	22.22%	30.76%	14.28%	0%
After 2nd year	4.5**%**	7.14%	0%	0%	0%

As is clear, the drop-out rate has actually dropped to zero in the past three years.

In previous years, the major reason for leaving the program was academic: the level of studies is high and demanding, and some students do not comply with the requirements for passing to the following year, mainly after the 1st year of studies.

Another factor which led to student dropout was the lack of courses in subjects such as Modern Arabic literature and spoken Arabic, which are regularly requested by students, who either turned elsewhere in the first place or dropped out before completing their studies. These two gaps have begun to be bridged: G. Rosenbaum returned from a 4-year stay in Cairo, and has returned to offering his various courses on modern Egyptian language, literature and theatre; Second, O. Shachmon has begun to teach in our department, adding courses on modern literature, dialectology and socio-linguistics.

One very important factor that has contributed to the decrease in the dropout rate over the past three years is an increasingly attentive level of faculty advising. Dr. Shachmon served as the departmental academic advisor during the past four years and has been in close and personal contact with our students, who now feel welcome and taken care of in the department.

This decrease in dropout rate has been accompanied by an according increase in enrollment, as discussed in detail in §3.4.1. above.

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

One of the main ways in which we encourage gifted students to proceed with their studies is to involve them in various research projects run by staff members. Some students work on these projects towards an MA or Ph.D. degree, others work as academic assistants. The following projects can be mentioned:

- **The Arabic-Hebrew online dictionary of Ayalon-Shin'ar**, directed by Prof. M. Milson. There are currently seven students of the department taking part in this project. The scope of their involvement is 40 hours a month. The dictionary is available on the internet and is quite widely known and used. It can be found here: http://arabdictionary1.huji.ac.il/Matrix.Arabdictionary/MainPage.aspx
- **The dictionary for the Egyptian dialect of Arabic** (Arabic-English and Arabic-Hebrew), directed by Prof. G. M. Rosenbaum. The project was initially funded by the Israeli National Fund for Science for four years (2006-2010), and the project still goes on with varying involvement of students of the Department, while improving the software and the interface of the dictionary.

- **Current Trends in Palestinian Arabic – Writing Dialects,** directed by Dr. O. Shachmon. The project is funded by the ISF for two years (2011-2012). Four MA and BA students are engaged in the collecting and processing of materials.
- **The Borders of Text: Prefaces, epilogues, and the emergence of authorship in medieval Middle Eastern literature,** directed by Dr. M. Goldstein and Dr. J. Rubanovich. The project is funded by the ISF for four years (2011-2015). Three BA students and one MA student are involved in the textual collection and analysis for this project.
- **The trappings of authorship: authorial introductions and conclusions in Arabic composition by Muslims, Jews and Christians (8th - 11th centuries),** directed by Dr. M. Goldstein. The project is funded for one year by the German-Israel Fund (2012). One BA student and one MA student are involved in this project.
- **The Friedberg Genizah Project on Judaeo-Arabic** exegesis and halakha, directed by Prof. H. Ben-Shammai. There are currently three students taking part in this project. The scope of their involvement varies between 100-120 hours a month.
- **The digital project of medieval philosophy**, under the auspices of Yad Hanadiv, in cooperation with Sari Nusseibeh from al-Quds and Frank Griffel from Yale, directed by Prof. S. Stroumsa. There is currently one student of the department taking part in this project. The scope of his involvement is 100 hours a month.
- **The research on the Egyptian historian al-Jabarti** and on the Jewish Theatre in the Arab countries, directed by Prof. S. Moreh. There is currently one student of the department taking part in this project.

3.4.6. Counseling systems

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

In general, during term time all teachers are available without appointment during an office hour, at other times by appointment by telephone or email. More specifically, Dr. Ori Shachmon served as B.A. advisor during the past three years. In this

framework, a number of significant steps were taken to improve the system of academic counseling:

- Personal telephone contact with every student who expressed interest in the department (Interest could be expressed via sign-up at our department table on the university "open house" days, by writing to our secretary, by marking Arabic as one of their top choices in their electronic enrollment to the university; by recommendation of friends; etc.)
- Detailed and personal guidance for each candidate regarding the entrance exam.
- In-depth student orientation session a few weeks before the beginning of the first semester (Sept. 2012) to provide guidance regarding study tracks and class scheduling
- Continuous and personal accompaniment for first-year students, including immediate response to personal issues and to difficulties in adjustment to the academic system
- Continuous academic advising and creative problem-solving in instances of problems with scheduling classes, especially in cases of scheduling conflicts regarding other departments (students studying non-conventional combinations like Arabic and Statistics, etc.).

It should be noted that the fact that the department head as well as the BA advisor both teach first-year students contributes greatly to the personal connection with these students and enables the immediate identification of problems when they occur, as well as continuous monitoring of the students' adjustment and progress in the department.

In addition, our first-year courses in modern Arabic and classical Arabic both enjoy a high participation level of students from outside the department. In a number of recent instances, students who studied in these courses chose to join the Arabic Department and even make it their major. The personal connection with the lecturer – who in the case of Dr. Shachmon was also the BA advisor – enabled them to make a speedy and problem-free transition to the department.

The continuous connection with students brought to the fore a number of fundamental issues relating to the program of study in the department, and in accordance during the 2011-2012 academic year, a number of proposals regarding changes in the program of study were presented to the Teaching Committee of the Faculty. Two central proposals which were accepted were:

1) A change in faculty "gateway courses" (*kursei sha'ar*) which permit a large degree of freedom and flexibility to students majoring in the Arabic Department in choosing these courses from one of four different schools in the faculty.

2) A reform in the study of foreign languages (see §3.2.6. above). These two reforms brought about a large increase in the number of students deciding to major in the Arabic Department.

Students with special needs within the Arabic Department

Every year, one or two blind students enroll in the Arabic Department. The HU houses a unique study center for blind students and students with impaired vision, which provides sophisticated instrumentation, including an audio library and specially designed computers which are available both at the center and on long-term loans for home and classroom use. All computer facilities are equipped with special software programs. In this center, private tutoring is available both for academic needs and orientation around the campus.

In cooperation with the study center for blind students, we in the Arabic Department are able to provide our blind students for their special needs, including:

- An MA student who reads Arabic aloud for them when necessary and helps in preparing their written assignments, etc.
- Sending documents in Word format (rather than PDF) so that they are readable on students' Braille readers
- Above all, careful attention to ensure that the student is involved and following in the classroom and that anything written on the board is also mentioned and explained thoroughly orally.

Students with special needs at the Hebrew University at large

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

Students with physical disabilities: In 2003 the Hebrew University began implementing a long-range plan to render all campuses accessible to students with physical disabilities. Currently, construction has been completed at the Mt. Scopus

campus, where appropriate pathways and elevators were added to accommodate wheelchairs and enable handicapped students access to public facilities, lecture halls, seminar rooms, laboratories, computer facilities, libraries, toilet facilities, cafeterias etc. The plan will be extended to other campuses when funds become available.

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

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

Psychological counseling: Counseling by experienced personnel is available on all campuses for HU students requiring help with personal crises.

Computer Centers – accessibility and software support: The Computer Centers on the Mount Scopus campus are accessible to physically handicapped people. The main computer center is equipped with a stair lift, and there is a direct passage between the main computer center and the center for the blind. In the second computer center, which is situated all on one floor, there is a ramp which leads from the entrance to the computer area. Also, there is direct access to the center from a parking lot.

All the computers at both of the Mount Scopus computer centers are equipped with special software to assist students with disabilities. Zoom Text is a program to assist vision-impaired students. Please Read enables the computer to read the text aloud. A Word tool called Dyslexia contains special editing features for dyslexic students.

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

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

3.4.6.2. Are counseling 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.

Faculty members are pleased to counsel students with regard to possible directions for their future professional careers. Students who wish counseling and assistance in this concern consult with staff members either by mail or personally. There are, however, no formal procedures in this regard.

3.4.7. What are the mechanisms that deal with student complaints?

Generally speaking, our staff is in close, continuous and harmonious contact with the students. In addition, towards the end of the last academic year we renewed teacher-student meetings, which used to be held in the past.

This forum, in which students of all levels are invited to take part, allowed us to air complaints and discuss specific problems relating to our program as viewed by the students themselves, who have also offered suggestions which seem to suit their needs best. For example, in the meeting held in June 2012, first-year students raised the issue of their desire to expand their basic Arabic vocabulary, as well as the question of using dictionaries during the examinations. A number of ideas were mentioned, including providing students with a recommended reading list; initiating a lexicon-focused target course; etc. We cannot of course respond to all of the demands, and we often have our own views and solutions regarding the issues raised, but we nevertheless feel that such forums are extremely important for the proper running of our department.

Students can complain about any topic in the office of the Dean of Students. The Dean investigates the matter and/or interacts with the academic units to resolve the complaint. Any student who has been sexually harassed can contact the Ombudsman for Cases of Sexual Harassment

3.4.8. What financial assistance is provided to students with financial problems and/or to outstanding students? What other types of financial support are available to students?

The University identifies outstanding candidates who are about to begin their studies and rewards them with a full exemption of tuition fee.

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

The staff of the Arabic department makes a special effort to identify students with research potential and encourage them to proceed to M.A. and Ph.D. degrees. One fellowship available in our department is the Roy Berlin Prize, initiated only recently in 2012. Furthermore, several prizes awarded by the Department of Islamic and Middle Eastern studies or by the Institute of Asian and African Studies are relevant to our outstanding students, including the Bartov prize, the Pines prize and the fellowship of the Levtzion Center. Our students are regularly well-represented among the winners of such prizes.

Another way in which we encourage gifted students to proceed with their studies is to involve them in various research projects run by staff members, for which see above §3.4.5.

3.4.9. Do the institution and/or the department maintain contact with their alumni, employers, and employment market? Please specify the extent of integration of alumni into the labour market: where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment, and how many students continue their studies to advanced degrees or other areas (specify area of study and degree level).

Alumni are integrated in various fields, such as the print and electronic media, translation services, high-school teaching staffs, defense establishments and research institutions that require an excellent knowledge of the Arabic language. Because our department is small and intimate, and because of the "small world" of Arabic study here in Israel, faculty often keep in close touch with students following graduation, and are even in contact with the institutions and bodies in which they are integrated as workers.

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

Previous knowledge of Arabic

As noted above, the requirement that students have previous knowledge of Arabic allows us to commence our studies at a relatively high level. However, as the level of studies achieved in high schools is not as high as it used to be, the prior knowledge with which students start their studies is lower. There is a continuing tension between the desire to increase the number of students and alumni on the one hand, and the desire to preserve the high level of studies on the other. For this reason, the new entrance exam with an optional grammatical section was instituted, as well as an introductory grammar course which helps students bridge these gaps (see §3.4.1. above).

Use of the internet

Use of the internet has become a strong point in our department. In recent years, teachers in the department have begun to use the website facilities provided by the university on the Hebrew University Moodle website. Faculty members find this platform quite convenient for housing course information (syllabi and other administrative materials); course texts, which are now provided in nearly all cases to students as PDFs; and bibliographical materials; as well as providing a useful way to submit exercises in electronic form. Moodle also enables instructors to send messages to all students in the class and to run a forum for discussion. Finally, the fact that nearly all university classrooms are now computerized makes it quite easy for the instructor to open the class website in real time in class, and to make use of materials that he/she has placed on the site. Many of our teachers now make use of this option in teaching.

Dropout rates

Dropout rates have been significantly decreased as a result of the reforms in the entrance exam and introductory courses, as well as the proactive and sensitive BA advising in our department, especially with first year students.

Lack of funds

In the department there are talented students who should be encouraged to pursue their advanced studies. However, lack of funds does not permit the department to support such candidates, some of whom, as a result, decide not to enroll for advanced studies or research degrees.

3.5 Human Resources

3.5.1 Teaching Staff

3.5.1.1 The profile of the program's teaching staff (see following tables 2a-2d).

The teaching staff of the Department of Arabic Language and Literature consists of the following categories (for the academic year of 2011/2):

- 4 Tenured faculty members

  Prof. Gabriel M. Rosenbaum (Associate Professor)
  Prof. Simon Hopkins (Full Professor)
  Prof. Michael Lecker (Full Professor)
  Prof. Meir M. Bar-Asher (Associate Professor)

- 2 tenure-track faculty member

  Dr. Ori Shachmon (Lecturer)
  Dr. Miriam Goldstein (Lecturer)

- 1 Tenured faculty member on service outside the department:

  Prof. Sarah Stroumsa (Full Professor), rector of the Hebrew University until October 2012 (a half-time appointment in the department).

- 2 External lecturers:

  Dr. Michal Levi
  Dr. Arik Sadan
  Dr. Amir Gaash

- 3 PhD-level graduate students

  Mr. Guy Ron Gilboa
  Mr. Roy Vilozny

- 4 Retired faculty who volunteer their time to teach elective courses:

  Prof. Emeritus Albert Arazi (retired)
  Prof. Emeritus Shmuel Moreh (retired)
  Prof. Emeritus Yohanan Friedmann (retired)
  Prof. Emeritus Aryeh Levin (retired)

Only a decade ago our department had 13 full positions. During the years this has enabled flexibility and dynamism within the program, and a wealth of topics from which many of us – current teacher if the department - enjoyed. Today we have 6

positions only (of which 0.5 is occupied by our rector). The program is accordingly thinner, and relies much on teaching by individuals not in the academic track and by retired academic faculty, who volunteer their time to teach elective courses in order to plug gaps. Thus, in the current academic year, pensioners taught 8 weekly hours in the program (including a basic core course like "Introduction to Islam").

What is more, two years ago one of our faculty members, after 6 years as a tenured-track member, decided to give up the track due to personal reasons. Since then, the department has absorbed two new faculty members, who are making their first steps in the academic track.

Thus, the program is managed by 4 professors, two young lecturers, volunteers and other non-academic staff. Despite its small size, the current team is highly devoted and each of the staff members invests his or her best efforts into the effective running of the program. We are proud to offer a varied program which incorporates essential mandatory topics as well as electives. Side by side with our teaching duties, all of the staff members devote thought and effort to the further development of the department. The various routes in which we pursue this goal are discussed in detail in §3.1.2 above.

Table 2A (Part I: Employment Status)

Senior Academic Staff Employed

Name of Staff Member			Employment Status	Part of Full time Position in the Institution		Part of Full Time Position in the Program		Additional Employment (outside the institution)		
								Name of Employer	Part of Full Time Position	
First	Family	Title		Weekly Hours	Per Cent	Weekly Hours	Per Cent		Weekly Hours	Per Cent
Gabriel M.	Rosenbaum	Prof.	Associate Professor		100%		100%.	--	--	--
Simon	Hopkins	Prof.	Full Professor		100%		100%.	--	--	--
Michael	Lecker	Prof.	Full Professor		100%		100%.	--	--	--
Meir M.	Bar-Asher	Prof.	Associate Professor		100%		100%.	--	--	--
Sarah	Stroumsa	Prof.	Full Professor (on service outside the department)		100%		50%	--	--	--
Sara	Sviri	Prof.	Visiting Professor		50%		25%	--	--	--
Ori	Shachmon	Dr.	Lecturer		100%		100%.	--	--	--
Miriam	Goldstein	Dr.	Lecturer		100%		67%.	--	--	--

Table 2A (Part II: Courses and additional tasks)

Senior Academic Staff Employed

Name of Staff Member			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	Students Receiving Guidance (*)	
				Name of Course	Weekly Hours	Total Weekly Hours			
First	Family	Title						2nd Degree	3rd Degree
Gabriel M.	Rosenbaum	Prof.	Literature, drama, language and popular culture of modern Egypt; Spoken Egyptian Judeo-Arabic	1. LITERARY TEXTS IN MODERN EGYPTIAN ARABIC	1	6	Chair of the department	3	1
				2. MOD. EGYPT. DRAMA:TAFIQ ALHAKIM TO LENIN ALRAMLI	2				
				3. INTROD. TO SPOKEN & WRITTEN MODERN EGYP. ARABIC	1				
				4. MODERN EGYPTIAN PROSE:MAHFUZ TO JAN.REVOLUTION	2				
Simon	Hopkins	Prof.	Classical Arabic Language; Semitic philology; Arabic dialectology; Judaeo-Arabic	1. ARABIC GRAMMAR: PHONOLOGY & MORPHOLOGY	2	6		1	4
				2. ARABIC GRAMMAR THROUGH TEXTS	1				
				3. INTRODUCTION TO MEDIAEVAL JUDAEO-ARABIC	1				

Meir M.	Bar-Asher	Prof.	Qur'an and its exegesis; Shi`ism, Muslim Philosophy	1. GUIDED COURSE IN QUR'ANIC EXEGESIS	2	3	In a partial sabbatical	1	3
				2. "ISMA" IN SUNNI AND SHI'I DOCTRINE	1				
Michael	Lecker	Prof.	Social and political history of early Islam; Prosopography; Biography of Muhammad	1. CLASSICAL ARABIC PROSE-PART A	2	6		--	1
				2. MUHAMMAD AND THE JEWS	1				
				3. READING IN THE BIOGRAPHY OF THE PROPHET MUHAMMAD	1				
				4. ISLAMIC PROSOPOGRAPHY	1				
				5. THE INTELLECTUALS AND GOVERNMENT IN EARLY ISLAM	1				
Ori	Shachmon	Dr.	Arabic dialectology, Palestinian dialects, Yemenite dialects, Modern Arabic literature	1. BASIC ARABIC GRAMMAR AND SYNTAX	1	6		--	--
				2. MODERN ARABIC SHORT STORIES	2				
				3. PALESTINIAN ARABIC	2				
				4. TOPICS IN ARABIC SOCIOLINGUISTICS	1				
Miriam	Goldstein	Dr.		1. QUR'AN WITH THE COMMENTARY OF AL-JALALYN	2	3		--	--
				2. MUSLIM AUTHORS ON CHRISTIANITY	1				

Table 2B
Junior Academic Staff Employed

Name of Teacher			Employment Status	Total Weekly Hours	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Michal	Levi	Dr.	External lecturer	3	Qur'an and its exegesis; Theology	1. PROPHETS, KINGS & JINN IN MUSLIM LITERATURE 2. INVENTORS AND INVENTIONS IN MUSLIM LITERATURE 3. THE HEREAFTER:HELL & HEAVEN IN MUSLIM TRADITION	--
Arik	Sadan	Dr.	External lecturer	2	Arabic grammar and syntax; Arab grammarians	1. READINGS IN MANUSCRIPTS OF ARABIC GRAMMARIANS 2. READING IN SELECTED TEXTS OF ARABIC	Teaching Arabic – Rothberg Int. School
Amir	Gaash	Dr.	External lecturer	2	Arabic dialectology; Classical Arabic	ARABIC SYNTAX	--

Table 2C
Adjunct Teaching Staff

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Guy	Ron-Gilboa	PhD-level graduate student	Assistant lecturer	4		REFERENCE LITERATURE	
Roy	Vilozny	PhD-level graduate student	Assistant lecturer	2	Early Shiite Thought	CLASSICAL ARABIC PROSE PART B	Teaching Arabic – Rothberg Int. School

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

The areas of specialization of our faculty members cover various topics within the wide realm of Arabic language and literature, as well as Islamic religion and history (See table 2A below for individual areas of specialization). We all have main areas of specialization, side by side with a good acquaintance with other fields. This enables us relatively much flexibility in building the teaching program. Our active, tenured staff offers courses in the following fields:

Topics	*Potential teaching member*
Qur'an and exegesis	Bar-Asher, Goldstein, Hopkins
Hadith	Bar-Asher, Lecker
Islamic dogma; Islamic sectarianism; Shi`ism	Bar-Asher
Muslim Philosophy; Intellectual history; Inter-religious Polemics	Goldstein, Bar-Asher
Early Islam - Social and political history; Prosopography	Lecker, Bar-Asher
Arabic and Semitic linguistics	Hopkins, Shachmon
Judaeo-Arabic	Hopkins, Goldstein
Modern Arabic literature; Popular culture	Rosenbaum, Shachmon
Arabic dialectology; Socio-linguistics	Shachmon, Hopkins

In principle, teaching responsibilities are allocated according to the faculty members' fields of expertise, while taking into consideration both their preferences and the department's teaching needs. Practically, due to our small number, most of us teach only one course in our main discipline, and we all teach courses which are obligatory and indispensible in the program, even if not in our specific expertise.

Moreover, it is our conviction that basic courses for year A should be taught by permanent staff members, thus to provide our students with solid foundations and best working tools. A tenured or tenure-track faculty member is typically responsible for teaching a basic core course in his/her general area of expertise (classical Arabic,

grammar, modern literature, etc.), and smaller, more advanced courses/seminars in his/her specific research area.

The junior academic staff, temporary adjunct teaching staff and retirees cover essential fields that the tenured members of the Department do not have time to teach (this year and in general), such as: Classical Poetry; Islamic thinking; Theology; The Arab grammarians.

It is a regrettable fact that - due to budgeting considerations – important courses, such as Arabic poetry, Sufi texts and practical language skills (i.e. active writing and conversing in literary Arabic) are no longer taught in the department (see in detail §3.2.7. above).

External lecturers are hired to teach in their respective areas of expertise. Again, due to our small number, an external lecturer also teaches the "reference literature" methodological course in year A.

Only occasionally do graduate students (and only outstanding ones) serve as teaching assistants, with the main responsibility of composing and grading exams. Teaching assistants do not conduct exercise classes in our department.

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

Since all of our courses are textual, a full competence in Arabic grammar and syntax is required of all staff members as well as external lecturers. All of our staff members are excellent philologists, highly skilled in the abovementioned fields. We are all capable of speaking MSA as well, although – as mentioned in §3.5.1.2 above – we no longer teach practical courses in the use of MSA.

Teaching experience and training have never been accounted a formal condition for new recruitment. Nonetheless, new recruits are encouraged to participate in special teaching workshops arranged by the university. In addition, the head of the departments ensures that classes of younger members are visited 2-3 times a year by a senior member of the department or by a teacher from another department with expertise in the relevant field. The senior faculty member evaluates the young member's teaching abilities and writes an official report for the faculty. He often offers his feedback and comments vis-á-vis teaching style and contents. This method has proved quite productive both in monitoring and improving teaching, as well as in fostering inter-faculty cooperation.

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

The faculty members of the Department conduct cutting edge research in their respective fields (see Chapter 4). They publish results of their research, participate in international conferences and take sabbaticals once every few years to maintain their international contacts and familiarize themselves with new developments in the field.

The younger staff members are encouraged to take part in international scientific conferences and are offered assistance whenever needed. On the other hand, due to our small number, the two younger tenure-track members are asked to deal with much administrative work which diverts them from their academic work, including research, and which is highly regrettable.

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

As mentioned, the current staff includes four members who may potentially serve as head of the departments, and they do so in rotation. Professor Rosenbaum returned this year from a 4-year stay in Cairo and served as head of the department for this year only, since he will be on sabbatical next year. Professor Bar-Asher will replace him. We hope that one of the younger members will be able to perform the task as soon as they are granted tenure and appointed senior lecturer.

The program head is a senior faculty member, who is appointed by the members of the Department for a period of 2 or 3 years. Due to the small number of tenured faculty members in our department, in recent years this position was held alternately mainly by Prof. Bar Asher and Prof. Hopkins.

The program head is responsible for the following:

- The smooth running of the program, including organizing the teaching program, finding teachers, finding outside money (private funds etc.) and coordinating with other departments;
- Managing the interrelations within the Department, team work, staff-staff and staff-student relations;
- Representing the Department to the dean, faculty, students., and serving ex officio on certain committees;

- Organizing study days (e.g. for the army) and outside lectures about the Department and its work;
- Convening departmental meetings for discussions of issues, such as development plans, curricular change.
- Dealing with all administrative matters (e.g. arranging teacher assessment, checking of exams).
- Representation of the Department at graduation and other ceremonies.
- Coordinating with other departments of the university and advising on matters connected with Arabic and Islam.
- Ex officio on board of various prize committees.
- Organization of MA departmental seminar.
- Responsibility for staff teaching assessments.
- The chairperson appoints an MA advisor and a BA advisor, who are typically faculty members. Their functions are: (a) to assist students in choosing their curriculum and to approve changes in the curriculum; and (b) to offer advice regarding any academic problems.

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

There is no formal definition of this position, which is occupied by one of the tenured staff. Chairpersons are expected to have prior experience in departmental, faculty and university-level committees and to be familiar with the university's institutional structure and procedures.

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

Tenured and tenure-track faculty members in the faculty of Humanities teach a minimum of 12 annual credits, i.e. 6 teaching hours a week per semester. This minimum sometimes needs to be exceeded.

External teaching staff may teach one or two courses per semester (2-4 credits), and up to 8 credits per academic year.

The adjunct teaching staff (PhD students) generally give classroom lectures up to 4 weekly hours (half time position).

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

Most of the staff members choose to supervise students working on their MA or PhD thesis in a field within the supervisor's competence. The number of MA and PhD students supervised by each faculty member varies. Once a faculty member agrees to serve as a thesis advisor, he/she is obligated to act in accordance with the Authority for Research Students' guidelines.

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

In the last three years our department absorbed two new faculty members, one of them replacing a tenure-track member who had decided to give up the track. The two recruits are fully participating in maintaining the program and their contribution to the daily management of the department is strongly felt.

Encouraged by these recent recruits, we are now more optimistic and look forward to restoring the Department to a position which would again be worthy of the once great Hebrew University. There exists a pool of excellent, accomplished young scholars eminently qualified to take up research and teaching posts in the department. From this excellent pool of recent and current doctoral students it would be perfectly possible to put forward some fine candidates. Now, all that is required is the decision to give Arabic studies at the Hebrew University the recognition which they deserve.

From a procedural point of view, the actual process of recruiting and absorbing teaching staff is conducted outside the Department. This is done as follows: When a post becomes available and applications have been received, recruiting plans are made by the chairman of the department through consultation with other staff members. Candidates are selected both for their individual excellence in research and their fields of expertise. Other criteria, such as teaching record and experience, as well as personal characteristics and qualifications, may also be taken into consideration.

The Department submits to the dean a list of priorities, and recommends individual applicants. A process of selection then follows:

- Applicants' files, consisting of curriculum vitae, list of publications and letters of recommendation are distributed to broad area committees as well as to anonymous readers.
- The candidates are evaluated and ranked according to their overall achievements, and are then presented to the Faculty's appointments committee for further evaluation.
- The new appointments are made by the dean of the Faculty of Humanities, and are submitted to the approval of the rector and president.

New recruits are hired for a trial period of four years (which is typically extended up to six years) before they are considered for a tenured position at the university. .

Our staff members are in agreement that if additional positions are made available, we would like to develop in the following academic directions: Classical Arabic poetry, Hadith literature, Arabic grammar and grammarians, Modern Arabic poetry and literature.

3.5.2 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 administrative staff consists of one administrative position, which is shared with the Department of Hebrew Language. The departmental secretary is Ms. Dvora Mezan, who has served as secretary of the Hebrew Department for many years.

The departmental secretary is responsible for:

- The general management of staff and offices.
- Preparation of the course prospectus.
- Arranging the timetable for final exams.
- Preparation of the teachers' yearly teaching schedule.
- Providing information and guidance for BA, MA and PhD students, regarding student affairs and the course catalogue and program.
- Overall coordination of student exams and grades
- Verifying BA and MA entitlement and completion of requirements.

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

- The number of positions (i.e. tenured faculty members) in the Department has shrunk drastically in the last five years (from 12 to 6) with serious results for the teaching of Arabic.
- Entire fields of the Arabic language and literature are not covered at all, or only partly. Thus, for example, coverage of Modern Arabic, Muslim Spain and Islamic Thought is utterly inadequate.
- The teaching workforce has shrunk and is shrinking even further due to several factors:
  - One faculty member (Prof. Stroumsa) has been on long-term service outside the department and virtually did not teach in our program.
  - One faculty member (Prof. Rosenbaum) will be on partial sabbatical in each of the coming four years, and will be located outside the country.
  - One faculty member (Prof. Hopkins) is on service outside the Department during the current academic year at the Hebrew University Institute for Advanced Studies.
  - Another faculty member (Prof. Lecker) is expected to retire at the end of the current academic year.
- The program relies rather heavily on hired assistance and retired volunteers. We view this as a most unhealthy situation. It could, however, be remedied by the appointment of several excellent young scholars from among the fine pool of candidates who are already, or very soon will be available.
- Notwithstanding the current small team is highly devoted and each of the staff members puts his or her efforts into the program, and we are proud to offer a varied program which incorporates essential mandatory topics as well as electives. Side by side with our teaching duties, all of the staff members invest greatly in the further development of the department.

3.6 Infrastructure

3.6.1 Administration

3.6.1.1 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 unit is located in the central building of the Mount Scopus campus which unites the Faculties of Humanities, Social Sciences and Law. More specifically, the unit is located in the building of the Faculty of Humanities. The study program under evaluation takes place in classrooms that are located in the same building as the unit – that of the Faculty of Humanities.

Courses that are offered to the students of the program but belong to the Faculty of Social Sciences or to the departments of Jewish Studies may take place in the Faculty of Social Sciences or the Rabin building, respectively; both are located within walking distance from the Faculty of Humanities. The language laboratories as well are located in the Faculty of Humanities.

Courses that require viewing of films take place (when needed) in the Media Department in the central library, located between the Faculty of Humanities and the Faculty of Social Sciences.

Most of the courses offered by the various departments of the Faculty of Humanities take place in the same building, i.e. the Faculty's building. On various occasions psychometric tests also take place in the Humanities building.

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

All active senior staff members have private rooms (a total of 5), one room is shared with an active staff member. Retired and active staff members (i.e. those who are still teaching) have a room of their own (a total of 5, 1 shared with another staff member). Non-active staff members are given a room which they usually share either with other non-active staff members (a total of 3), or with an active staff member; 4 retired non-active staff members do not have a room at all.

One member of the junior staff who received a prestigious scholarship has a room of his own. Other junior staff members (M.A. and Doctoral students who assist senior staff members in their courses) share rooms with other junior staff members, often

from the department of Islamic and Middle Eastern Studies. External lecturers or teachers also share their rooms with others (a total of 6 rooms for the current year).

The unit and program under evaluation do not have a technical staff of their own; when needed, the technical staff of the Faculty of the Humanities is referred to.

Each room of the above mentioned is equipped only with the most basic equipment: a desk, a chair, a phone, etc; closets, shelves or book cases are granted by the Faculty only if available (in which case they are used ones, not new). Regarding computers, faxes, printers and the like – they are not granted by the Department or Faculty but are acquired by the personal means of the staff members, i.e. through their own salaries or research funds. Only the secretariats and the heads of Departments are entitled to computers, faxes, printers, etc.

3.6.2 Classes

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

There are no special classrooms that belong to the unit and serve only the study program under evaluation. The classrooms that are used by the unit for the benefit of its study program belong to the Faculty of Humanities.

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

The Faculty of Humanities has at its disposal a total of 71 classrooms. Each classroom has up to 33 seats; in most classrooms, the seats have little desks attached to them ("tablet arm desks"). Every classroom has a few electric outlets or wall sockets for the use of laptops (not enough, however, for all the students).

There are several dozen multimedia classrooms (i.e. equipped with an LCD projector, a screen, a computer and internet access; several with an LCD projector only). Shortly all classrooms in the faculty will be transformed to multimedia classrooms.21 seminar

rooms (seminar rooms are made for a small number of students, up to 25, and contain one large table around which the lecturer and students are seated).

All classrooms have heating (not always functional); 61 classes have air-conditioning. Until recently 27 classrooms had a blackboard designed for the use of chalk, but now all classrooms have boards used with colored markers. There is one large multimedia auditorium containing 300 seats serving the whole Faculty.

There are no special classrooms for group activities.

The central library and the 3rd floor corridor linking all parts of the faculty have wireless internet access. Only some of the classes which are on the 2nd floor have internet access.

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

The Institute of Asian and African Studies (to which the unit under evaluation belongs) has one conference room, located in the Faculty building (near the secretariat of the Institute of Asian and African Studies). This conference room is designated mainly for meetings, and occasionally also for departmental seminars, various lectures by guest-scholars, etc.

In addition, there are other small rooms in the faculty which serve various projects.

- 1 room for *The Concordance of Early Arabic Poetry* project (directed by Prof. Albert Arazi);
- 1 room for the *Jabarti Translation Project* (directed by Prof. Shmuel Moreh);
- 4 rooms for the *Arabic-Hebrew Dictionary Project* (directed by Prof. Menahem Milson);
- 1 room for the *Dictionary of Egyptian Arabic* project (Prof. Gabriel Rosenbaum);

No activities take place outside the campus. Occasionally a field trip (e.g. to the National Library) is organized for the students of specific courses.

3.6.3 Computerization

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

There is no special computer lay-out for the unit and its study program.

The Mount Scopus campus has three large and modern computer centers, each including an open gallery and several classes. Additional computers are scattered around the campus. The total number of computers available to students on campus is around 800. Each centre is equipped with printers, scanners and several Macintosh computers. All computers have internet access and the basic needed software – such as Microsoft Office. The centers serve the entire campus; one must reserve a classroom in advance through the Internet site of the relevant center.

In addition, the central library offers a large number of computers as well as a number of scanners, mainly in the 3rd floor of the library (the entrance floor). Login requires I.D. number and a password. . Students also enjoy a personal disk space on one of the University's servers.

Specialized software for classical Arabic:

A copy of a large repository of sources called *al-Jāmiʿ al-kabīr* is available to students and on a dedicated computer on the 5th floor of the Central Library.

The university network includes a copy of the *Shāmela* program which similarly includes thousands of sources.

Computerized dictionaries:

Starting from year A our students regularly use computerized dictionaries: the Ayalon-Shinar Arabic-Hebrew dictionary (at http://arabdictionary.huji.ac.il), the *Lisān al-ʿarab* and other classical dictionaries (at http://www.baheth.info/index.jsp), Lane, *Arabic-English Lexicon*, Hava, *al-Faraid: Arabic-English Dictionary* and Wehr, *A Dictionary of Modern Written Arabic* (all three available at http://ejtaal.net). The first mentioned dictionary (Ayalon-Shinar) is being developed by our able students who benefit from it both scientifically and financially.

Remote learning:

A growing number of courses of the department make use Moodle as a platform for remote learning (about 10 different courses in the current year). In addition, the materials of the final M.A. exam are now available on Moodle. Thus, our department has probably become one of the most active departments in the Faculty of Humanities with regard to the employment of this technology. Constant consultation with the university's programmer responsible for Moodle ensured that the technology meets our special requirements relating to the Arabic script.

Departmental website:

A new departmental website (http://www.hum.huji.ac.il/units.php?cat=406) is now available, essential parts of it also have English and Arabic versions. The site contains all relevant information for our students, as well as for new candidates who wish to learn about the department and take the entrance exam.

An Internet site including the writings of the later Prof. M. J. Kister has recently been made available (www.kister.huji.ac.il). It is used intensively by our students and by readers worldwide.

3.6.4 Laboratories

The Language Laboratories are part of the Authority for Computation. Following the introduction of multimedia classes, most of our study program does not normally require use of the laboratories.

Even so, the course on Palestinian Arabic (O. Shachmon 16430) makes frequent use of the language laboratories, which allow for individual work on authentic recordings and other file sounds, to practice transcription skills, etc. It goes without saying that the students appreciate the work in the laboratories and benefit greatly from it.

3.6.5 Library and Information Technologies

3.6.5.1 Library: a General Description

The main library which serves the needs of the Program is the Bloomfield Library for the Humanities and Social Sciences**.** The library's five-story building is located in the center of the Mt. Scopus campus, lodged between the buildings of the Faculties of Humanities and Social Sciences. The third (entrance) floor's Berel and Agnes Ginges Library Information Centre includes modern study spaces for individuals and groups, with wireless connections for personal laptops, up-to-date computer workstations,

study rooms for small groups, a seminar room and a library classroom. The third floor also contains the Reference and Circulation Departments, Periodicals Reading Room and the Administrative offices. The Acquisition and Cataloging Department are located on the fourth floor. The lower level houses the Photocopy Service and storage facilities. The Reading Rooms, on floors 2, 4 and 5, accommodate book collections shelved according to various fields of study. Each Reading Room measures approximately 3,000 square meters. Subject specialists' offices adjoin the corresponding Reading Rooms to give guidance to students.

For more advanced research purposes recourse must be had to the richer collections of the Jewish National and University Library on the Edmond J. Safra campus.

Physical Structure and Computer Stations

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

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

Working Hours

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

State of the Collection

The collection is classified according to the system of the Library of Congress. The books and journals relevant to the Program are located mainly on the fifth floor according to the following division:

Topic	Call Number
Reference books (dictionaries, subject- specific encyclopedias)	Reference sections
Islam	BP
Arabic Philosophy	B
Muslim Art	N
Arabic Language and Literature	PJ
Periodicals	X5

Besides books in the open access, most of which are eligible for loan (except for periodicals), there is the Reserved Reading Collection (the entrance floor) which comprises items determined by the Program lecturers as required reading for their courses. The list of required reading material is updated every semester. If a title is on the required reading list, the library usually provides an item for every 30 students (the correlation can be changed in case of need).

No data could be supplied as regards the number of titles or periodicals according to subjects, as well as regarding the number of obligatory books relative to the number of students in the Program (however, see the paragraph above concerning the required reading list). On the whole, the size of the complete collection of the Bloomfield Library is as follows:

566,665 cataloged titles, including:

- 1,066 print journal subscriptions
- 22,437 electronic journal subscriptions
- 6,372 DVD and videocassettes
- 16,662 phonograph records and CDs.
- 132 electronic databases
- 971,490 volumes on shelves

Assistance to Students

The Program is assisted by three professional librarians who are responsible for the selection of material, acquisition (in cooperation with an academic coordinator appointed by the department; on that see also below), cataloging, professional advising. All of them have academic degrees in library science and in the fields of humanities. They are familiar with the languages necessary to serve students and University researchers.

In addition to the above-mentioned librarians, the students get face-to-face assistance from the main reference desk, located on the entrance floor, during all library opening hours. Individual help can be obtained from a relevant subject specialist librarian by e-mail, by phone or through appointment. New students are offered library orientation sessions at the beginning of each semester. There are also specialized instruction classes meant to acquaint the new students with the bibliographic materials relevant to the Program. Besides, the Reference Department team has produced a number of YouTube training videos on library resources - linked to the Library homepage and accessible from any computer.

Access to electronic journals and databases

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

Arabic:
http://www.mslib.huji.ac.il/main/siteNew/?page=26&action=sidLink&stId=14#arabic

Islamic and Middle Eastern Studies:
http://www.mslib.huji.ac.il/main/siteNew/?page=26&action=sidLink&stId=14#islamic;

Literature (General and Comparative):
http://www.mslib.huji.ac.il/main/siteNew/?page=26&action=sidLink&stId=14#literature

Linguistics:
http://www.mslib.huji.ac.il/main/siteNew/?page=26&action=sidLink&stId=14#linguistics

Decisions on Collection Development

At the beginning of each academic year the Library Authority allocates an acquisitions budget to each individual faculty. Each Faculty Library Committee, whose members are appointed by the Dean, meets and decides on the division of the budget among the many departments and fields of study in the faculty. Part of the budget is for journal and database subscriptions. The remaining budget is for monographs and non-book materials.

Subscriptions are acquired in cooperation with other libraries of the Hebrew University, as well as through Malmad (The Israel Center for Digital Information Services). Subscriptions to new databases are approved only after a trial period has

been made available to the librarians, researchers and teachers who are requested to give their evaluation.

The collection development is a joint effort of librarians and faculty members. Annually, heads of departments appoint a department member who coordinates acquisition requests with the library. Selections are made from required reading lists, teachers' recommendations, publishers' catalogs, professional publications and on-line resources. Financial donations and book gifts are another sources for developing the collection.

3.6.5.2 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?

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

http://www.mslib.huji.ac.il/main/siteNew/?page=104).

All workstations in the Periodicals Department are equipped with wide screen 22 inch monitors which are suitable for the visually impaired.

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

Access to classrooms and laboratories

An all-university project is currently under way to make the Hebrew University accessible for people with disabilities. The Mount Scopus campus is the first to undergo necessary adjustments. In order to enable accessible connections between the

third level of the campus serving its central transfer, and the other levels, ramps and elevators were installed. In the Faculty of Humanities which is the physical core of the Program, access to classrooms and language laboratories is facilitated by ramps and elevators. In addition, specially adapted bathroom facilities were installed.

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

The physical infrastructure serving the Program is constantly developing. The introduction of multimedia classrooms in recent years has enriched the teaching methods and technologies and greatly advanced and modernized the teaching process. The same is true as regards the High Learn System ("OWL"), which saves students time and enables them to work from home.

The Bloomfield Library for the Humanities and Social Sciences has recently been renovated; the work environment is efficient and pleasant. The Library website is extremely friendly and includes all the necessary information for both beginning and advanced students. Its working hours are well adapted to the needs of the students.

The efforts invested by the Library and the Faculty of Humanities as a whole to enable the convenient access of the students with disabilities to physical environment and to the study material are worthy of appreciation.

Points of weakness

The most acute problem is an ever-decreasing budget for book acquisition, which desperately affects the quantity of obtained books, periodicals and databases and therefore seriously hampers the development of a high-quality collection capable of properly serving the Program.

Although most of the classrooms are labeled as air-conditioned, in fact the air-conditioning in some rooms works so poorly as to make it practically unbearable to do decent teaching and studying during the hot summer months (April-July), including the period of exams in particular.

Chapter 4:
Research

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

Serious innovative research, in our opinion, needs to be based first and foremost on a close familiarity with original texts and the literature about them. We therefore insist on working on Islamic materials (of course particularly Arabic) in the original languages without being dependent upon translations and information gathered at second hand. This is, we think, the only real way to advance knowledge. It goes without saying that our approach includes history, geography, culture, religious thought and customs, and is not restricted to textual issues only.

We lay great stress on collaboration with scholars both in Israel and abroad. This is done in several ways:

a) Organisation of workshops and meetings on a national basis (usually conducted in Hebrew);

b) Organisation of international conferences and workshops hosted in Jerusalem (mainly conducted in English);

c) Participation by invitation in research groups, conferences and workshops overseas;

d) Initiation of and participation in international research groups at the Israel Institute for Advanced Studies;

e) Joint research with other colleagues resulting in co-authorship of books and articles.

Examples of all the above can be found in the individual CVs and lists of publications of our staff members.

It is our hope that research in Arabic and Islamic studies carried out and published by members of our department will prove of lasting worth, contributing to the advancement of knowledge and enrichment of international research in the field. Jerusalem Arabic scholarship has proved itself of great value in the past and we hope it will continue thus in the future.

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

The fields in which the department continues to be strong in teaching and research are as follows:

a) Pre-Islamic Arabia;
b) Quran and Quranic exegesis;
c) Classical Islam – Sunni and Shi'i;
d) Medieval Judeo-Arabic;
e) History of the Arabic language – ancient and modern;
f) Arabic dialectology.

Some of these fields, for example d) and f), are not particularly well represented in departments of Arabic in the world at large.

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

There are very many journals which publish studies on Arabic and Islam. The following, in our experience, are among the best, maintaining a consistently high standard of peer-reviewed articles. As far as we know, there is no formal ranking system as in the natural sciences.

a) *Arabica*
b) *Bulletin of the School of Oriental and African Studies*
c) *Der Islam*
d) *Jerusalem Studies in Arabic and Islam*
e) *Journal Asiatique*
f) *Journal of the American Oriental Society*
g) *Journal of Semitic Studies*
h) *Orientalia*
i) *Revue des Etudes Islamiques*
j) *Rivista degli Studi Orientali*
k) *Sefunot*
l) *Studia Islamica*
m) *Wiener Zeitschrift für die Kunde des Morgenlandes*
n) *Zeitschrift der deutschen morgenländischen Gesellschaft*
o) *Zeitschrift für arabische Linguistik*

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

Apart from a single non-recurring grant (three-year budget of $555,000, i.e. $185,000 annually) to the Arabic-Hebrew Dictionary Project (see §5.6 below) our department has no internal research funds at its disposal.

In order to gain financial support for their research our staff members can only apply to competitive external sources, such as the Israel Science Foundation (ISF) and the German-Israel Fund (GIF). These individual grants, honors and fellowships awarded to members of the department over the last five years will be listed in a table in 4.10.

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

The staff of the Arabic department makes a special effort to identify students with academic potential and encourage them to continue to the MA degree and beyond.

Following are data regarding our research students (master degree with thesis, doctoral degree), including numbers of enrolled students, graduates of the program and graduates of the program who have completed their studies with outstanding distinction in the last years:

	MA thesis track			Ph.D		
	Enrolled	Graduates	Summa Cum Laude	Enrolled	Graduates	Summa Cum Laude
2007	8	3	0	14	3	1
2008	7	6	0	15	4	1
2009	5	1	0	15	1	1
2010	7	1	1	14	1	1
2011	5	1	*n/a	13	4	*n/a
2012	5	2	*n/a	16	1	*n/a

* The "summa cum laude" evaluation was cancelled as of 2011 and is no longer relevant regarding MA degrees and PhD degrees.

The Arabic dept. has an extremely impressive track record in producing fine doctoral theses. Despite our small numbers, the percentage of our MA students who continue to doctoral studies and complete them (frequently 'cum laude', a grade now cancelled) is very high compared with other departments. We regularly have candidates who are awarded prestigious grants such as WT"T (Planning and Budgeting Committee), Hebrew University President's Prize, Rothschild and Polonsky.

There is only one prize specific to the department of Arabic itself. This is the Roy Berlin Prize, initiated only recently in 2012. However, several prizes, e.g. the Bartov and Pines prizes, awarded by the Department of Islamic and Middle Eastern studies or by the Institute of Asian and African Studies may be relevant to our students too.

Another way in which we encourage gifted students to proceed with their studies is to involve them in various research projects run by staff members, for which see below, in §4.10 below.

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

While there is no binding duty on members of the Department to supervise theses and dissertations, members are expected to undertake this task, and they do so willingly, often spending a great deal of time and effort reading and commenting on drafts and discussing work in progress with the student in question.

As a rule, members of the Department supervise research projects that lie within their area of competence. Where a qualified student requests to write on a topic for which there is no specialist in the Department, a member whose research interests are closest to the topic at hand will often agree to serve as supervisor.

Occasionally, a single thesis is supervised by two members specializing in different areas. In principle, this facilitates the writing of theses covering a wider scope. An additional advantage for the student is in getting feedback from two supervisors.

Some staff members serve as long-distance advisors of theses and dissertations in universities outside the Hebrew University and outside Israel, thus raising the standing of the Department as a centre of excellence.

Junior faculty regularly turn to senior members with questions relating to their own teaching and research, thus buttressing the feeling of cooperation and continuity between generations.

It is worth-mentioning that retired faculty often serve as supervisors on a voluntary basis.

4.7. Please provide a list of publications in the last five years (only by the teaching staff of the evaluated study program).

Lists of publications (covering the last five years) as well as CVs of the teaching staff are provided in Appendix B. The CVs provided cover the following points:

- Research cooperation in Israel and abroad.
- A list of competitive and non-competitive research grants, prizes and scholarships obtained during the past five years.
- Membership of the editorial boards of journals.
- A list of seminars, conferences and workshops attended during the past five years.
- Professorial chairs granted during the past five years.

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

This does not apply to the Department of Arabic.

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

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

Since most of our teaching and research is based on literary sources in several languages we are mainly dependent upon library resources. Particularly important is the Jewish National Library and its important research facilities such as the Institute of Microfilmed Hebrew Manuscripts.

4.10. Please list grants, honours, fellowships/scholarships, etc received by faculty.

Gabriel Rosenbaum	
2000	Intramural funds, "Humor in Modern Egyptian Literature" (additional grant): $8000.
2001	Ben-Zvi Institute, "Spoken Jewish Arabic in Egypt in the Twentieth Century": NIS 10000.
2001	Faculty of the Humanities (Hebrew University), "The Drama of Lenin al-Ramli: $8600.
2002	Intramural funds,"A Documented Dictionary of Modern Egyptian Arabic": $8000.
2002	Ben-Zvi Institute "Spoken Jewish Arabic in Egypt in the Twentieth Century" (additional grant): NIS 10000.
2002	Ben-Zvi Institute "Spoken Jewish Arabic in Egypt in the Twentieth Century" (additional grant): NIS 5000.
2003-2004	Visiting Fellow, Wolfson College, Cambridge, UK
2002-2006	The Israel Science Foundation (ISF), "A Documented Dictionary of Modern Egyptian Arabic: Arabic-English": $160000
2006-2010	The Israel Science Foundation (ISF), "A Documented Dictionary of Modern Egyptian Arabic: Arabic-English": $99000

Meir M. Bar-Asher	
02/2001	Ecole Pratique des Hautes Etudes, Paris; Visiting research fellow (=directeur d'études invité)
2002 – 2003	"Exclusivity and Universality in Shiite Islam": An international research group at the Institute for Advanced Studies, The Hebrew University of Jerusalem; Co-head with Prof. Etan Kohlberg of the Hebrew University
2007	The Michael Milken Prize for Excellence in Teaching
2007	The Max Schloessinger Chair in Islamic Studies
2010 – 2011	Research group on "Encountering Scripture in Overlapping Cultures Research". Co-head with Prof. Mordechai Cohen (Yeshiva University, New York). The Institute for Advanced Studies, Jerusalem.

Simon Hopkins

1989	Election as Corresponding Fellow of British Academy
2001-2003	"A systematic Survey of the Central Israel Arabic Dialects" – Grant by the German Israeli Foundation (GIF). Collaboration between the universities of Jerusalem, Haifa, Heidelberg and Erlangen. 225,000 Euro
2003-2005	"An overall description of Palestinian Arabic dialects in Israel" – Grant by the Israel Science Foundation (ISF)
2011	Excellence in Teaching Award from the Faculty of Humanities, Hebrew University of Jerusalem
2012	Edward Ullendorff Medal for Semitic and Ethiopian Studies, awarded by the British Academy.
2012-2013	"Neo-Aramaic Dialectology": An international research group at the Institute for Advanced Studies, The Hebrew University of Jerusalem; Co-head with Prof. Simon Fassberg and Prof. Hezy Mutzafy

Michael Lecker

1984-1985	Rothschild Post-Doctoral Fellowship, Yad Hanadiv Foundation, Jerusalem. At the School of Oriental and African Studies, the University of London (Michael Cook).
1987-1989	Yigal Alon Fellowship, Council for Higher Education, Israel
1989	A grant from the Hebrew University's Internal Funds to support the publication of "The Banu Sulaym: A Contribution to the Study of Early Islam"
1994	A Yad Avi ha-Yishuv grant to support the publication of Muslims, Jews and Pagans: Studies on Early Islamic Medina
1995	DAAD grant to support a study visit in Tuebingen
2002	A grant from the Hebrew University's Internal Funds (Aims Byudks Foundation) to support a pilot prosopographical project
2003-2006	A Web-based Prosopography of Early Islamic Administration - http://micro5.mscc.huji.ac.il:81/JPP/v3/ - A grant by the Israel Science Foundation.
2009-2010	Research Group on "Ancient Arabia and its Relations with the Surrounding Cultures". Co-head with Joseph Patrich - Institute for Advanced Studies, Jerusalem

Ori Shachmon	
2009-2010	The Moritz and Charlotte Warburg Award of the Mandel Institute of Jewish Studies
2010	Prize by the Ben-Zvi institute for the study of Jewish Communities in the East
2011-2012	Golda Meir Award, Hebrew University of Jerusalem
2011-2012	Individual Research Grant, Israel Science Foundation: "Current Trends in Palestinian Arabic: Writing Dialects": 60,000$

Miriam Goldstein	
2006-2007	Fellow, Center for Advanced Judaic Studies, University of Pennsylvania. Group topic: Jewish, Christian and Muslim Life under Caliphs and Sultans.
2007-2008	Shlomo Pines Prize, Hebrew University of Jerusalem.
2007-2010	Alon Prize
2008-2010	Israel Academy of Sciences and Humanities, member of Young Researchers Forum.
2010 - 2011	Israel Science Foundation: support grant for the publishing of book, *Karaite Exegesis in Medieval Jerusalem* (2011)
2010–2011	Golda Meir Award, Hebrew University of Jerusalem
2011-2012	Young Scientists' Grant by the German-Israeli Foundation (GIF): "The trappings of authorship: authorial introductions and conclusions in Arabic composition by Muslims, Jews and Christians (8th - 11th centuries)": $40,000
2011-2015	Individual Research Grant, Israel Science Foundation: "The Borders of Text: Prefaces, epilogues, and the emergence of authorship in medieval Middle Eastern literature". joint project with Dr. Julia Rubanovich, Dept. of Islamic and Middle Eastern Studies. $70,000

4.11. Cooperation activities by department members both in Israel and abroad.

National and international collaboration

All staff members are in constant contact with colleagues from overseas with whom they collaborate in research projects, international conferences, professional consultations etc. See for example the project of Simon Hopkins **(**2001-2003**)** above.

- **Prof. Gabriel M. Rosenbaum**, following the initiation of Mrs. Michal Marmorstein from the Dept. of Linguistics, has recently established a new framework for international conferences on Written Arabic. Prof. Giuliano Lancioni from Roma Tre University agreed that Roma Tre would take part in organizing the first conference at HUJI in June 2012; a second conference followed at Roma Tre University in October 2012, with the participation of The La Sapienza University (Rome) as well. As a part of this cooperation Prof. Rosenbaum gave a lecture to the advanced students of Arabic at Roma Tre University.
- **Ori Shachmon** is a partner in the I-CORE (Israeli Centers of Research Excellence) project, "Determinants and Consequences of Multilingualism: From Brain Plasticity to Social Cognition," which has already been approved in a preliminary round of judging. Final decisions are expected in December 2012. This project is a collaboration of twelve scholars from three Israeli universities as well as two American universities, with a requested budget of more than 30,000 NIS.
- **Miriam Goldstein** is affiliated with the School of Religion and Philosophy and maintains continuous contact with the colleagues in the school. In addition to teaching one or two joint courses each year, in May 2012 she organized an international workshop on the topic of interreligious relations, conversion and polemics, where the Hebrew University hosted scholars from Ruhr-Universitaet Bochum, Germany, and the University of Oxford.

<u>Collaboration within the Hebrew University</u>

- **School of Language**: A close cooperation with the School of Language has been recently established: the language exercises of an existing introduction to linguistics have been adapted to include materials in Arabic. The preparation of new materials was funded by our dean, and starting from 2012 we encourage our students who show interest in linguistic aspects of Arabic to participate in general linguistic courses.
- **Institute of Asian and African Studies**: An important aspect of the research in our department is our historic connection to the Institute of Asian and African Studies, which until the implementation of the Gager Report was our "mother unit." The Institute remains an important umbrella for research as well as a significant platform for cooperation between our department and the Department of Islamic and Middle Eastern Studies.

The basis for teaching and research in the Institute is the serious study of the major languages of Asia and Africa. More than twenty languages are taught at the Institute, and the students of the Arabic Department are encouraged to enroll in particular languages important for research in the area, especially Persian and Turkish.

The common denominator of many of the Institute's members is a philological approach, combining a close reading of texts in their original languages with wider scholarly perspectives. This common approach serves as an excellent platform for scholarly cooperation between members of the Arabic Department and their colleagues in the Institute.

4.11. Please list the major consulting activities done by faculty.

Meir M. Bar-Asher		
1995-1998	Ben-Zvi Institute for the Study of Jewish Communities in the East	**Vice-Director**
1996-2002	SEFUNOT—*Studies and Sources on the History of Jewish Communities in the East* - Ben-Zvi Institute	**Editor of the journal**
2006--	The higher professional committee for the study of Arabic at the Israeli Ministry of Education	**Member of the committee; since 2010 Head of the committee**
2011--	AL-KARMIL—Studies in Arabic Language and Literature	**Member of the editorial board**

Ori Shachmon		
2010-present	National Steering Committee for Arabic & Middle East Studies, in the Ministry of Education	**Member**

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

Members of the Department specialize in fields that are central to the study of Arabic language and literature. There is thus a considerable congruence between research strengths and teaching needs at both the undergraduate and graduate levels. At the same time, members may teach basic courses which are not necessarily related to their specific field of research.

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

On the positive side, we think it can be said that the research produced in general by our department reaches a very good international standard. This is reflected, e.g., in the large number articles by members of our staff in leading scholarly journals and entries commissioned by leading international reference works such as the *Encyclopaedia of Islam, Encyclopaedia Iranica* of and the *Encyclopaedia of the Qur'an*. It should also be mentioned that research of our department has been translated in the Muslim world into Arabic, Persian and Turkish in order to reach a wider readership.

On the negative side, it is a pity that, due to a lack of manpower, the department is unable to cover important fields of Arabic studies such as early and modern Arabic poetry, Islamic Spain and Arabic literature in the modern world.

Chapter 5:
The Self-Evaluation Process, Summary and Conclusions

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

All tenured and tenure-track faculty in the Department of Arabic participated in the self-evaluation process relevant to this document. In addition, the principal planners of the document (O. Shachmon and M. Goldstein) were aided by a number of university administrative bodies in order to collect data regarding enrollment, grades, teaching surveys, etc. These bodies included our department secretary, Dvora Mezan, the office of the rector and the Student Administrative Division. Finally, one doctoral student also took part in the preparation of a number of sections of the document.

In order to collect data for the various questions about the academic staff, the team conducted a survey among all teachers of the department, including curriculum vitae and questions about research and teaching, other academic activities, research interests and details of courses taught, syllabi, reading lists etc.

It is crucial to note that the report that we have prepared demonstrates that our department has undergone significant transformation since our earlier evaluation and the subsequent CHE report. Discussions, meetings, and brainstorming led us to adopt a wide variety of new methods and policies. This is especially noteworthy regarding the entrance exam to the department, and the entire framework of first-year classes as well as "remedial" grammar classes that remedy gaps and assist students in their first year (for detail, see §3.2.3. above). The BA advising system complements this more "cushioned" first-year framework, and as noted above (§3.4.6), careful and timely attention to student issues brought about two very important changes in the year 2011-2012: one, expanding the array of "Gateway courses" available to our students; and the second, regarding the possibility of learning additional Eastern and Western languages, for students majoring in our department.

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

Preparing the departmental report served as an incentive for us to gather a great deal of information (about courses, teaching programs, student supervision, grants, lists of faculty member's publications, etc.), which will undoubtedly be useful in the future. The self-evaluation provided the Department of Arabic with the opportunity to critically examine its study programs and its research activities – a useful process, although we note that these issues are in any case carefully considered on a regular basis by the department's staff and various committees.

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

As noted above, our department has undergone sea changes in the past three years, and we continue to fine-tune these changes in order to ensure that students remain on the one hand, challenged, yet on the other, satisfied and comfortable. We look forward to continuing quality assessment in order to continue this very positive line of motion, and welcome evaluations beyond the self-evaluation that we have already completed in the preparation of this document. We will discuss these evaluations and suggestions in department faculty meetings as well as by appointing particular faculty members to deal with particular issues (very much in the way we have done up until now, where certain faculty members are responsible for certain “beats”).

The resolution of certain problems, of course, is not the prerogative of the department. Some depend on the budget of the Faculty of Humanities (for example, equipping and renovating classrooms and teachers' rooms), while others on the university's and faculty's policy (for example, the department's future in the light of the high retirement rate of staff members).

The Hebrew University has adopted a monitoring and review process as a deliberate and systematic policy of proper administration. It is regarded as an integral part of the functioning of all academic units. Review and evaluation at regular intervals are essential in order to prevent stagnation and to allow for improvement, rectification of problems, adequate use of available resources and growth. The Committee's report is submitted to the Rector, and its recommendations are carefully studied by the reviewed units and the deans. The report is then discussed by the University's Committee for Academic Policy, which decides on steps to be taken both in the long and in short term.

The person responsible for the reviews and the academic evaluation at the Hebrew University is the Vice-Rector, Prof. Yaacov Schul.

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

The Hebrew University regards the transparency and accessibility of self-evaluation reports as essential to the usefulness of the self-evaluation. The reports of external review committees established by the Council for Higher Education and the Hebrew University are first studied by the unit reviewed and the university's administration and discussed by the university's Committee on Academic Policy. The reports are then made public and posted on the university website.

Upon completion of the full report, the report and its appendices will be available to all interested persons (academic or administrative) in the office of the Head of Department. The ensuing feedback we receive as the result of the internal review by the university and the review by the Council for the Higher Education will also be available to all interested persons in the department.

Chapter 6:
Implementation of previous QA recommendations

If the evaluated department/study programs have been reviewed in the past by a CHE evaluation committee, please describe the main changes that were made as a result of the recommendations, such as strategic planning, mission and goals, curriculum, faculty, student body etc.

This report is submitted at the request of the council for higher education. A previous report was written and submitted in 2010. That report is replaced by the present document, which has been updated to reflect the present situation.

This section invites us to give a progress report on changes made since the previous investigation and to explain in what way recommendations have been implemented. As clearly shown throughout this report, the dept. is looking ahead and always thinking of possible improvements. Indeed, the previous report (2010) contained a number of remarks and recommendations, some of which were helpful and correct and we have acted upon them. In the light of the previous report and through intensive teamwork we have improved in many ways, which include:

- ✓ Intensive (and effective!) activities to improve student numbers;
- ✓ A revised admission policy;
- ✓ Changes in Arabic course content, aiming at a better balance between classical and modern Arabic (including spoken dialects);
- ✓ Establishment of cooperation with the School of Language;
- ✓ Reform in the accreditation of foreign language studies;
- ✓ Increase of options open to our students regarding faculty “gateway courses”;
- ✓ Improvement of teaching methods and the introduction of technology;
- ✓ Changes to the format of the MA final examination;

and much more, as fully detailed throughout this report and specifically in §§3.1-3.2 above.

The previous committee made other observations and suggestions, which were, and still are, unacceptable to us for reasons explained and discussed in our detailed response to the previous report. This response was submitted to the CHI in March 2011 by the Head of the Department, the Dean of Humanities, and the Vice Rector. We will be happy to make it available to members of the present committee if so they wish.