

האוניברסיטה העברית בירושלים
The Hebrew University of Jerusalem



The Department of Archaeology and Ancient Near Eastern Studies

Self-evaluation Report December 2010

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Chapter 1 – The Institution

1.1 A brief summary describing the institution and its development since its establishment

Although the proposal to establish a Jewish institution for higher education was first raised as far back as 1882, 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, 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 Jewish National and University Libraries.

- 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 overall number of students studying towards academic degrees in the institution according to degree:

Students of the Hebrew University (2009)			
1st degree	2nd degree	Ph.D.	Total
11,540	6,598	2,615	22,871

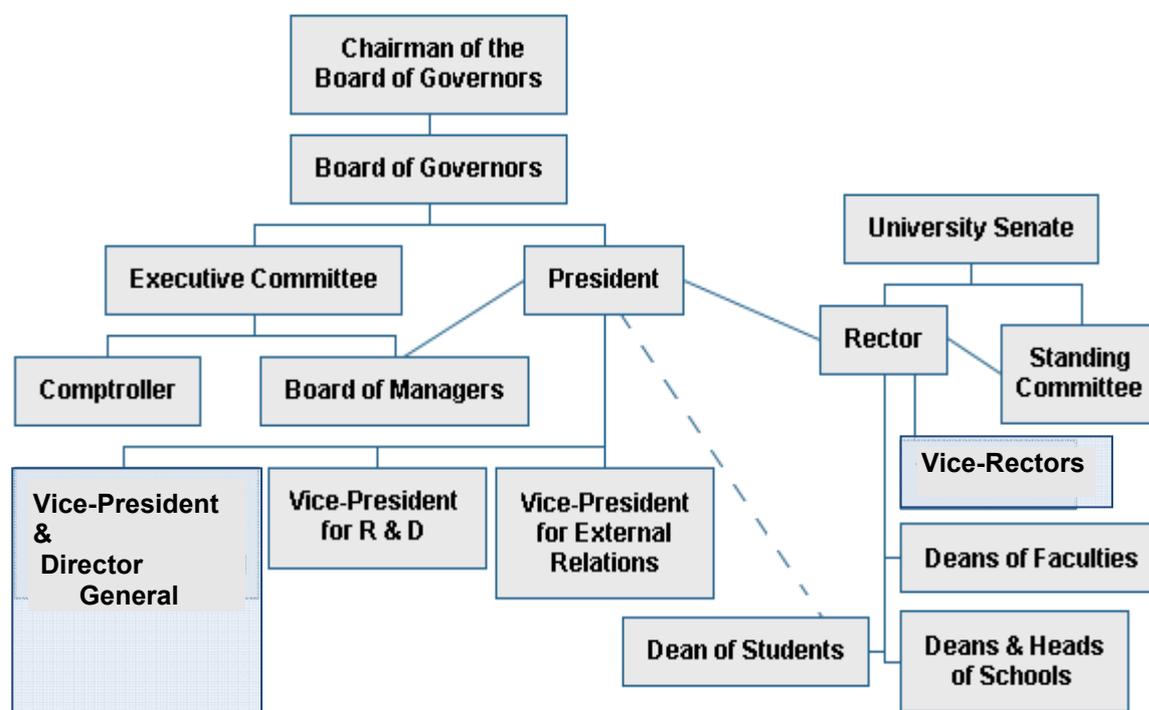
1.2 Mission statement of the institution, its aims and goals

As the first research university in Israel, the Hebrew University’s mission is to develop cutting edge research, and to educate the next 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 approach and characterized by its intellectual effervescence. These will both radiate and enlighten the University’s surrounding society.

1.3 Description of Institution's organizational structure



1.4 Names of holders of senior academic and administrative positions

Chairman of the Board of Governors:	Mr. Michael Federmann
President:	Prof. Menahem Ben Sasson
Rector:	Prof. Sarah Stroumsa
Vice-President and Director-General:	Ms. Billy Shapira
Vice-President for Research and Development:	Prof. Shai Arkin
Vice-President for External Relations:	Mr. Carmi Gillon
Vice-Rector:	Prof. Yaacov Schul
Vice-Rector:	Prof. Oded Navon
Comptroller:	Ms. 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. Esther Shohami

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 Institute 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. Below is the executive summary of the report.

Implementation of the recommendation proceeds in three stages. The first deals with broad introductory courses to be taken by all students of the faculty. The second envisages the creation of wider scholastic units, which transcend the individual departments. The last stage addresses research students and special programs to support academic excellence.

The first stage 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 in the academic year of 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 of 2007–8 and implementation started in 2008–9. The third stage, which involves creation of new programs to support academic excellence, is currently being designed.

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

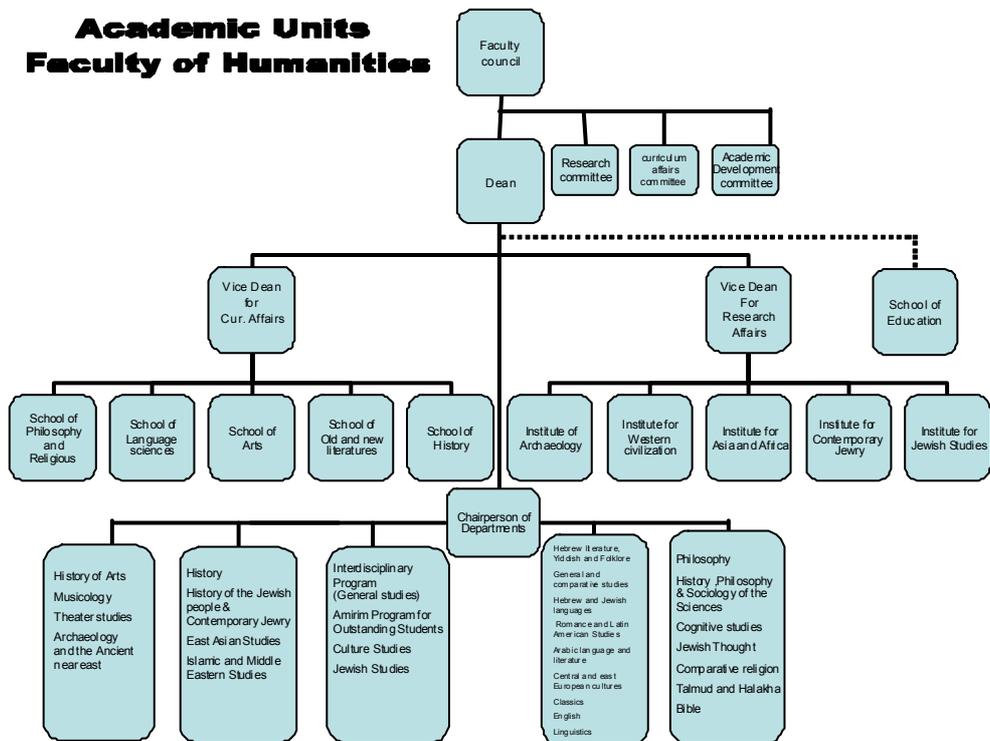
The Faculty of Humanities at the Hebrew University creates and promotes a vibrant discourse between cultures, genres and historic periods. We at the Faculty believe strongly that human civilization is worthy of study and can be drawn upon on in order to educate people to deal

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

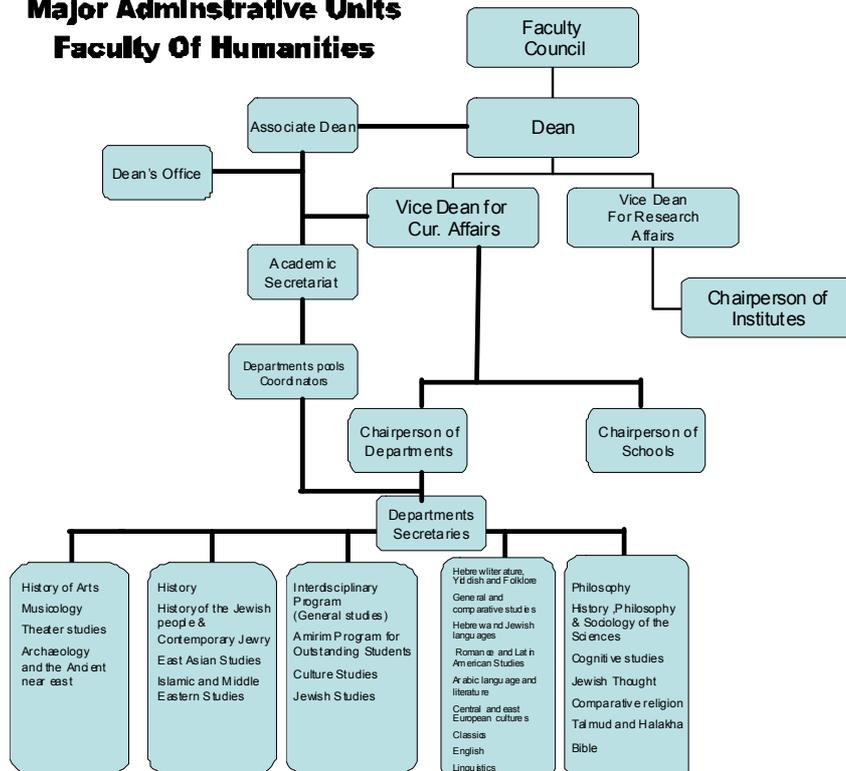
2.3 Description and chart of the unit’s academic and administrative organizational structure (including relevant committees)

Based on the recommendations of the Gager Committee, the faculty organizational structure is being modified to reflect research interests (through institutes) and teaching orientations (through schools). It appears schematically below. As of the end of the 2009 academic year, the Faculty consists of five research institutes (Jewish Studies, Contemporary Jewry, Asian and African Studies, Western Civilization, Archaeology) and five schools (the School of History, the School of Literatures, the School of Language Sciences, the School of Arts and the School of Philosophy and Religions). The School of Education is also affiliated with the Faculty. The Schools supplement the regular departmental structure by providing a framework for disciplinary inquiry for the faculty and students. Still, the departments are autonomous units under the direct supervision of the Dean.

Interdisciplinary research is promoted also through a group of specialized research centers.



Major Administrative Units Faculty Of Humanities



2.4 Names of holders of senior academic and administrative positions

The Dean – Prof. Reuven Amitai

r_amitai@mscc.huji.ac.il

Dean for Research – Prof. Gideon Shelah

msshe@mscc.huji.ac.il

Vice Dean for Curriculum – Prof. Moshe Taube

mstaube@mscc.huji.ac.il

Associate Dean – Mr. Nahum Regev

nahumr@savion.huji.ac.il

Senior Academic Secretary – Dr. Dan Altbauer

dana@savion.huji.ac.il

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

Department	B.A.	M.A.	Ph.D.
Bible	X	X	X
Hebrew and Jewish Languages	X	X	X
Hebrew Literature, Yiddish and Folklore	X	X	X
History of the Jewish People and Contemporary Jewry	X	X	x
Jewish Studies	X		
Jewish Thought	X	X	X
Talmud and Halakha	X	X	X
Arabic Language and Literature	X	X	X
East Asian Studies	X	X	X
Islamic and Middle Eastern Studies	X	X	X
Classics	X	X	X
Cognitive Studies	X	X	X
Comparative Religion		X	X
Culture Studies		X	X
English	X	X	X
General & Comparative Literature	X	X	X
Central and East European Cultures	X	X	X
History	X	X	X
History of Art	X	X	X
History, Philosophy & Sociology of the Sciences		X	X
Interdisciplinary Program (General Studies)	X		
Linguistics	X	X	X
Musicology	X	X	X
Philosophy	X	X	X
Romance and Latin American Studies	X	X	X
Theater Studies	X	X	X
Program in Conjunction with the Jerusalem Academy of Music and Dance (B.A. Mus/M.A. Mus)	X	X	

Department	B.A.	M.A.	Ph.D.
Archaeology and the Ancient Near East	X	X	X
Combined and Special Programs:			
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, B.A.+M.A.)	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).

2.6 The number of graduates of the unit in each of the last five years according the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.

Number of students and graduates in the Faculty in each of the last five years

Year	Degree		Students	Graduates*
2004	B.A.		2626	617
	M.A.	with thesis	533	157
		without thesis	695	250
	Ph.D.		566	88
2005	B.A.		2535	625
	M.A.	with thesis	522	157
		without thesis	751	244
	Ph.D.		584	72
2006	B.A.		2370	482
	M.A.	with thesis	504	148
		without thesis	679	278
	Ph.D.		598	73
2007	B.A.		2247	532
	M.A.	with thesis	453	155
		without thesis	624	212
	Ph.D.		590	75
2008	B.A.		2176	505
	M.A.	with thesis	420	162
		without thesis	544	221
	Ph.D.		533	92
2009	B.A.			413
	M.A.	with thesis		121
		without thesis		202
	Ph.D.			70

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

2.7 What bodies (internal/external) decide on rationale, mission and goals of the parent unit and of the study programs, how they are decided upon, examined and, if deemed necessary, changed? Have they been discussed within the last five years? If so, please specify when these discussions have taken place and what were their outcomes? If not, when were changes made (if at all)? How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?

The Faculty Board, consisting of all the Professors, Associate Professors, Senior Lecturers and the Lecturers is the major constitutional body of the Faculty that decides on the rationale, mission and goals of the Faculty and its departments. The Faculty has three committees: the Development Committee under the chairmanship of the Dean, the Curriculum Committee under the chairmanship of the Vice-Dean for Curriculum affairs and the Research Committee under the chairmanship of the Vice Dean for Research Affairs. The committees submit their recommendations to the plenum of the Faculty Board. Each department as a whole sets its general goals and a Steering Committee pursues the means to put these goals into practice. The committees prioritize fields in the departments that need to be strengthened through the addition of new academic staff and discuss major changes in the Curriculum. The departments submit their recommendations to the three major Faculty's committees. In addition to the Faculty's committees, the University has a Teaching Regulations Committee, which consists of all the chairpersons of the Curriculum Committees of the different faculties of the University. This committee is in charge of the University regulations concerning teaching and studying. Frequently the President and the Rector of the University decide to convene special committees to evaluate specific faculties or departments. On the Gager Committee, see above, section 2.1.

Executive Summary of the Gager Report

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

ideas, concerns and suggestions that emerged in these meetings largely shaped the recommendations that follow.

It is the strong belief of the committee that the members of the Faculty of Humanities at the Hebrew University rank among the leading scholars of the world. It is, however, clear that there are specific areas of the Faculty of Humanities that require attention and improvement, particularly in light of the ongoing reduction in the number of faculty positions and the prospect of numerous retirements. We propose significant changes in a number of areas. Only full 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 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 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 “smart classrooms.” We have also proposed that every department and program prepare an up-to-date website in English and Hebrew. Finally, we have addressed some concerns about the library and future role of the library and its staff as an instructional unit of the University. Personnel must have first-hand experience with the processes of research and writing in order to properly guide students in these areas.

Chapter 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 brief summary describing its development since its establishment

Name of program: (1) ARCHAEOLOGY (2) ANCIENT NEAR EASTERN STUDIES

Archaeological research started in the Hebrew University soon after the foundation of the University in 1925. The principal researcher was Eleazar L. Sukenik, who conducted various field projects. In those early years teaching was confined to historical geography in the framework of a department dedicated to “the knowledge of the Land of Israel,” led by Prof. Shmuel Klein. The Department of Archaeology as a teaching unit was established in 1935, led by Profs. Sukenik and Leo A. Mayer, an Orientalist who taught Islamic philology, art and archaeology. In 1943, Benjamin Mazar replaced Prof. Klein, who had died in 1941, as head of the renamed Department of Historical Geography, which operated independently alongside the Department of Archaeology. These departments dealt with the history and archaeology of the Land of Israel from different perspectives: Mazar emphasized ancient Near Eastern studies as part of the teaching program and Sukenik Jewish archaeology, while Mayer led the field of Islamic archaeology. Graduates of both these departments were to become leading archaeologists of the next generation.

In the early 1950s the Department of Archaeology expanded and merged with the Department of Historical Geography. Teaching and research during the 1950s and early 1960s included the newly established section of Prehistoric Archaeology (led by Moshe Stekelis and informally known as “Prehistory”), as well as the sections of archaeology of the Biblical periods (“Biblical Archaeology,” led by Yigael Yadin, Nachman Avigad, Benjamin Mazar and later Yohanan Aharoni and Trude Dothan) and archaeology of the Classical periods (“Classical Archaeology,” led by Michael Avi-Yonah).

With the return of the Department of Archaeology to its original home on Mount Scopus, the Institute of Archaeology was founded, with Prof. Yigael Yadin as its first Head. The Institute provides the framework for research activities, while the Department is responsible for teaching activities.

During the 1970s and 1980s a new generation of scholars gradually replaced the older generation, the number of faculty members grew and the fields of interest and of teaching expanded accordingly. The numbers of students also increased in those years rose to a peak of about 60 new students each year. The Department of Archaeology was at that time officially

divided into three sub-departments: 1) **Prehistoric Archaeology** (Ofer Bar-Yosef and Paul Goldberg); 2) **Biblical Archaeology** (Trude Dothan, Ephraim Stern, Amnon Ben-Tor, Yigal Shiloh [who died in 1984] and Amihai Mazar); and 3) **Classical Archaeology** (Dan Barag, Yoram Tsafir, Gideon Foerster, Ehud Netzer, Avraham Negev and Lee I. Levine). Islamic Archaeology, a section within Classical Archaeology, was taught by Myriam Rosen-Ayalon on the basis of a position shared with the Department of Islamic and Middle East Studies.

An Archaeometry sub-department was founded in 1973 under the direction of Prof. I. Perlman with Prof. J. Yellin and Dr. J. Gunneweg but was disbanded in 1997 following Prof. Perlman's death on the recommendation of an internal university committee.

Most of the above-mentioned faculty members in the sub-departments of Biblical and Classical Archaeology were appointed between 1967 and 1973 and have retired during the last decade. They were replaced by other scholars, mostly graduates of the Hebrew University. The current faculty members are as follows: **Prehistoric Archaeology** – Profs. Naama Goren-Inbar, Anna Belfer-Cohen, Nigel Goring-Morris and Erella Hovers; **Biblical Archaeology** – Prof. Yosef Garfinkel, Drs. Ilan Sharon, Sharon Zuckerman and Tallay Ornan; **Classical Archaeology** – Profs. Zeev Weiss and Joseph Patrich (who moved here from Haifa University in 2002) and Dr. Uzi Leibner (Ph.D. from Bar-Ilan University). Dr. Katia Cytryn-Silverman has been recently appointed lecturer in Islamic Archaeology. Dr. Rivka Rabinovich is an archaeozoologist teaching part time in the department.

Although each of these faculty members has a particular expertise and range of interests, the topics taught go beyond their particular specialties. For example, in addition to the archaeology of Israel and its immediate neighbors, there are occasional courses in the prehistory of Africa, the prehistory of the American Southwest, Aegean archaeology, Mesopotamian art and iconography, archaeology of the Islamic lands, etc.

An important change in the Department's structure took place in 2009, when, in accordance with the recommendations of the Gager Committee, the Faculty of Humanities decided to merge the Department of Archaeology and the Department of Ancient Near Eastern Studies, comprising Assyriology and Egyptology. This unification added four faculty members, two in **Assyriology** (Profs. Wayne Horowitz and Nathan Wasserman) and two in **Egyptology** (Prof. Orly Goldwasser and Dr. Arlette David). The merged department is now called the "Department of Archaeology and Ancient Near East Studies" ("Department of Archaeology and ANES"). This most successful unification marks a new stage in our development; the combined department integrates, in a natural manner, pure archaeological research, material culture and the philological study of historical and literary records.

In addition to the tenured faculty members, some of our classes are taught by adjunct teachers and/or Ph.D. students. Among these are very experienced teachers, some of whom, such as the late Yaakov Meshorer in numismatics and the late Yizhar Hirschfeld in Classical archaeology, have gained high international academic recognition and standing.

3.1.2 Mission statement of the study program, its aims and goals

Teaching and research in the Department are interconnected and mutually enrich our study program. The B.A. and M.A. studies aspire to a dual educational goal. On the immediate and practical level, we aim to train competent field archaeologists who can conduct excavations with a plethora of methods and tools and maximize their success in retrieving robust and useful archaeological data. At the same time, we aspire to provide students with a solid and comprehensive background of current archaeological research, raise new questions and assign multi-faceted projects that are problem-oriented and confront well-structured questions through elegant, cutting-edge methodologies. While these goals are relevant to both B.A. and M.A. studies, the focus shifts from one program to the other.

The B.A. and M.A. study programs are administratively handled by the Department of Archaeology and ANES. Ph.D. studies are managed by the Authority for Research Students of the Hebrew University, with the Department of Archaeology and ANES handling the academic program.

The goal of the three-year B.A. program is to introduce students to the intellectual and practical aspects of archaeology. The main goal is to raise the students' interest in the discipline as well as training them both as capable field archaeologist and researchers. The academic program and research agenda of the Department are organized in four sub-departments: Prehistoric Archaeology (covering the Paleolithic and Neolithic from 2.5 million years ago to about 6000 BCE), Biblical Archaeology (from about 6000 BCE with the Late Neolithic through the Chalcolithic, Bronze and Iron Ages to the 6th century BCE), Classical Archaeology (from the Persian period in the 5th century BCE through the Hellenistic, Roman, Byzantine, Islamic and Crusader periods to premodern times), and Ancient Civilizations of the Near East, dealing with cultures of Mesopotamia and Egypt. The academic goal of the fourth sub-department (ANES) remains the same as before its integration with the Department of Archaeology, i.e., the study and teaching of the historical, literary, administrative, epistolary and legal records of the two great civilizations of the ancient Near East, Egypt and Mesopotamia (Sumer, Babylon and Assur), from their beginning at the end of the third millennium BCE until their demise in the early centuries of the current era, in order to achieve

an integral and encompassing understanding of these two cultures. The integration of this sub-department with Archaeology has not altered this academic vision; rather, it has been strengthened by a new emphasis on the need to integrate the study of material remains with the many written documents found in Egypt and Mesopotamia.

Whereas the B.A. program aims to provide students with broad archaeological knowledge and with the tools of the trade, and for students of Assyriology or Egyptology solid philological and historical training, students electing to continue their studies for an M.A. degree specialize within one of the four sub-departments of the Department of Archaeology and ANES and conduct their research on topics that are within the scope of this particular sub-department. At this stage our aim is to expand their intellectual interests, train them as original thinkers and researchers, and familiarize them with the process and etiquette of conducting research.

These goals are more forcefully implemented when students move on to doctoral studies. Closely supervised by their advisors, students at this level are required to use the tools obtained in their earlier studies to develop full-scale research programs and protocols and experience the intellectual thrill and practical realities of being researchers. We educate our advanced students to be academically ambitious, resourceful and competitive, and to become visible and worthy members of a global research community.

3.1.3 Description and chart of the academic and administrative organizational structure of the study program (including relevant committees)

See chart on following page.

3.1.4 Names of holders of senior academic and administrative positions

Academic positions

Head of the Institute and Department of Archaeology and ANES – Prof. Zeev Weiss

Academic secretary – Ms. Orna Avidar

Heads of sub-departments:

A. Prehistoric Archaeology – Prof. Nigel Goring-Morris

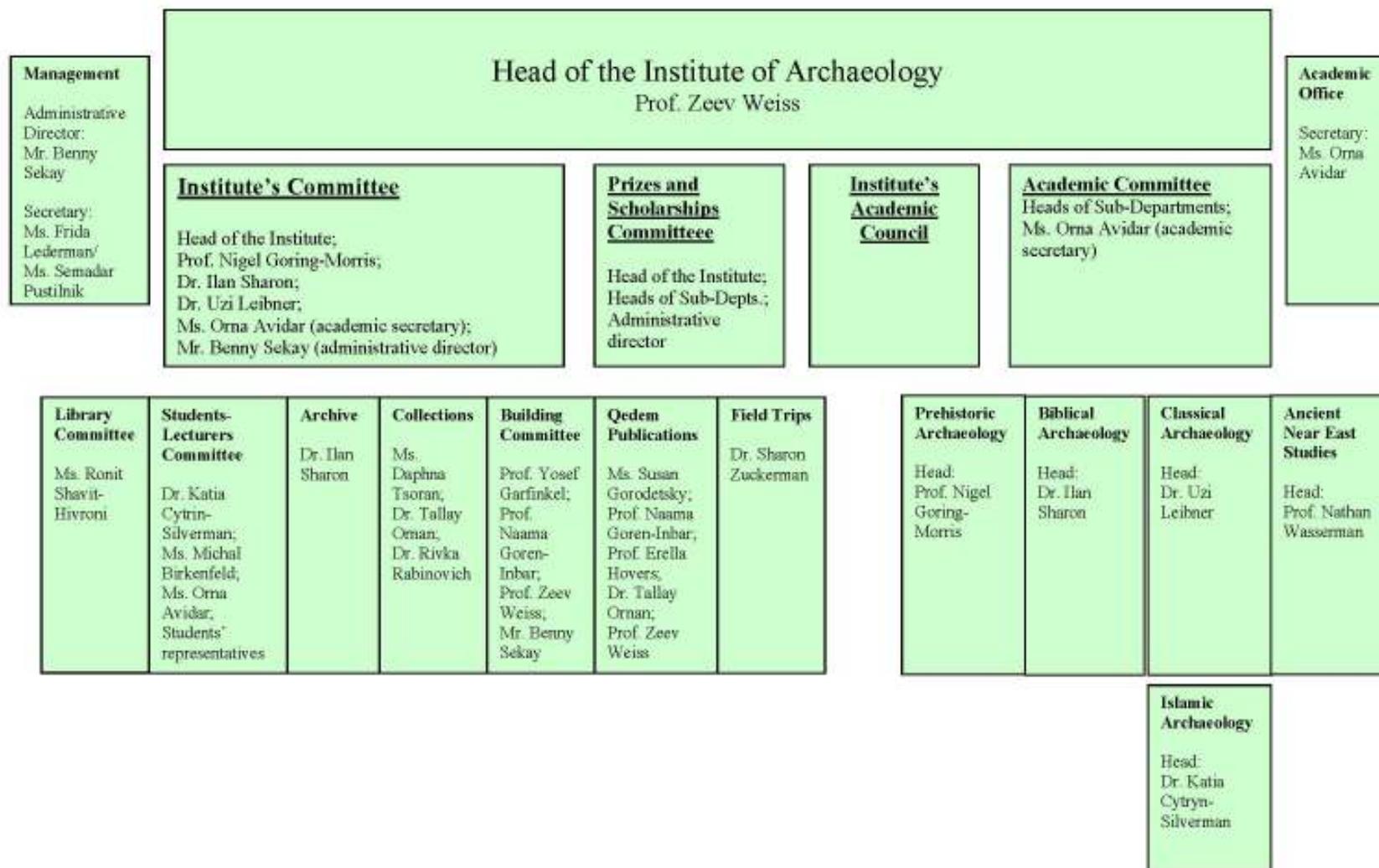
B. Biblical Archaeology – Dr. Ilan Sharon

C. Classical Archaeology – Dr. Uzi Leibner

C1. Islamic Archaeology (section within Classical Archaeology) – Dr. Katia Cytryn-Silverman

D. Ancient Near Eastern Studies – Prof. Nathan Wasserman

Prizes and Scholarships Committee – Consists of the department head, the heads of the sub-departments and the administrative director.



Administrative positions

Administrative director – Mr. Benny Sekay

Administrative secretary – Ms. Frida Lederman (until 3/2010), Ms. Smadar Pustilnik (from 4/2010)

Librarian – Ms. Ronit Shavit-Hivroni

Publications editor – Ms. Susan Gorodetsky

Curators of the Institute's collections – Ms. Gila Hurvitz (special projects), Ms. Daphna Tsoran (curator), Ms. Anat Mendel (assistant curator)

Director of conservation laboratory – Ms. Miriam Lavi

Director of photography laboratory – Mr. Gabi Laron

Graphic documentation coordinator – Ms. Ruhama Bonfil

Illustrators of finds – Sara Halbreich, Mika Sarig

For structural changes in the administrative positions at the Institute due to the recent administrative reform led by the Faculty of Humanities, see below, section 3.5.2 #1–3.

3.1.5 Number of students for each degree over the last five years

Degree	2006	2007	2008	2009	2010
B.A.	83 (126)	80 (126)	80 (139)	69 (117)	80 (121)
M.A.	17 (24)	11 (16)	19 (26)	17 (27)	21 (24)
Ph.D.	11	15	16	21	24

For B.A. and M.A. students: numbers of students registered in parentheses, numbers of students actually studying in boldface.

3.1.6 Number of graduates of each degree over the last five years

Degree	2006	2007	2008	2009	2010
B.A.	30	20	20	31	21
M.A.	1	8	5	10	9
Ph.D.	3	3	4	4	4

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 (if the institution operates on a number of campuses). If the study program is offered on more than one campus, is the level of the program uniform on different campuses, and what measures are taken to ensure this?

Name of program: Archaeology and Near Eastern Studies. Teaching is conducted mainly in the building of the Institute of Archaeology on Mount Scopus.

Undergraduate studies: The “envelope” of the study program is set by the framework of the Hebrew University's Faculty of Humanities. We structure the program so that it meets the total sum of credit points requested for a B.A. degree in a dual-major program (120 credit points, exclusive of foreign languages, statistics or seminar papers [honors thesis]). Students may choose to study a single major in archaeology with complementary studies and compulsory courses in a second department within the Faculty of Humanities or study

archaeology as a secondary topic for the B.A. degree, in which case the burden of courses and fieldwork is reduced.

The first year of the B.A. studies consists of introductory courses in Prehistoric, Biblical, Classical and Islamic Archaeology that are part of the core curriculum and are taken by all students (the introductory course to Islamic Archaeology may also be taken in the second year). From the second year of the B.A., study of Biblical Archaeology is mandatory, while each student decides, based on his first-year experience and consultation with academic advisors, whether his/her further program will focus on Prehistoric, Classical or combined Classical-Islamic Archaeology. Some of the courses taken during the second and third year are mandatory. These include practical exercises (for example, lithics for students of Prehistory, ancient pottery for students of the Biblical period, and later pottery for students of the Classical periods), seminars and a small number of monographs in the second and third years (see table below, **3.2.2**, with list of courses). The rest of the courses given within the archaeology program are electives, including thematic monographs on topics that are specific to each of the sub-departments. A number of classes, such as practical exercises in human anatomy and faunal osteology, are offered as electives to students of all sub-departments as part of their wider education in archaeology and also as practical training toward obtaining authorization as field archaeologists. Once the course of the two last years of B.A. studies is charted, the student familiarizes himself with the analytical tools, theoretical thinking and research challenges of the two sub-departments in which he/she studies, and receives “hands-on” training in basic archaeological skills. Our program provides students with a field-oriented curriculum that will award them an “Authorization for Field Archaeology.” Participation in certain number of practical courses (at least 20 credits) is required in order to receive the “Authorization for Field Archaeology.” The practical training is consistent with our creed that good fieldwork is a fundamental requirement for any archaeological endeavor. Graduates of our program are qualified to hold an excavation permit from the Israel Antiquities Authority and conduct their excavations as fully-fledged archaeologists on behalf of research and government bodies.

The academic program for the B.A. studies includes compulsory three-week participation in one of the Institute’s excavations. A choice between two field schools, conducted by faculty members from two different sub-departments, is offered each year to the students. Other field activities include 20 field trips, some linked to 12 mandatory courses (in which case the trip is also mandatory) and others linked to elective courses (in which case they are mandatory only for students taking that course). The number of days spent on such field trips over the three-

year period of studying for a B.A. varies according to the sub-department in which the student specializes.

Students can choose to study in the sub-department of ANES alone. Since Assyriology and Egyptology, which make up the recently joined sub-department of ANES, are philological disciplines in which student training is based mainly on painstaking language study, it was agreed that the present B.A. and M.A. programs will follow the structure developed and implemented prior to the merger with archaeology. Based on many years' experience, students are advised not to combine Assyriology and Egyptology in their B.A. program, as the training in each is long and demanding and early specialization is mandatory. Consequently, it is not possible to gain a solid grounding in both disciplines at the same time during the three years of B.A. Hence, students of Assyriology and Egyptology are initially required to learn one ancient language, and script of choice (Akkadian or ancient Egyptian). In the second year students must add another ancient language or dialect (Sumerian or later vernaculars of Egyptian). At the same time, students must take courses on religion, history and culture of the ancient Near East (Mesopotamia or Egypt, according to their choice of section). Once students have reached a basic level of knowledge in Akkadian/Egyptian they start their main work, i.e., taking seminars based on direct reading of the texts: historical, lexical, religious, mythical, epistolary, or magic records. During their B.A. studies, students who choose to take ANES as their major sub-department must take two introductory courses in other sub-departments (Option A or B in the table below).

	Option A	Option B
Course 1	Introduction to the Archaeology of the Ancient Near East and the Land of Israel in the 8 th -3 rd Millennia	Introduction to the Archaeology of the Ancient Near East and the Land of Israel during the Iron Age
Course 2	Introduction to the Archaeology of the Ancient Near East and the Land of Israel in the 2 nd Millennium	Introduction to the Archaeology of Greece
Total credit points	5	4.5

The rest of the B.A. program is based on courses given within the ANES sub-department. At the end of the B.A. studies, there is a mandatory integrative examination. For this integrative examination each student of ANES must review all the texts he has read during his B.A. studies. The student is asked to translate a selection of texts and to analyze them grammatically, as well as to translate an unseen text given to him by his teachers. This integrative examination is given only in the ANES sub-department.

M.A. studies: The M.A. program has two trajectories, following the regulations of the Faculty of Humanities: one for students who plan to engage in original research that culminates in the writing of a research paper (M.A. thesis) in partial fulfillment of their M.A. requirements, and the second a non-research track. Students in the latter trajectory are required to write two seminar papers and to obtain more credits than students in the research-oriented trajectory. In addition, the University permits a “personal track” in M.A. studies. Thus students who are interested in a specific subject can be registered in the Department of Archaeology and ANES but study according to a program personally tailored to include relevant classes from various other departments in the University. Final exams (written and oral) at the end of the M.A. are tailored according to the sub-department chosen.

While the B.A. program is structured relatively rigidly, the M.A. study program is often, if not always, tailored to the academic interests and strengths of the student. Graduate students participate in smaller classes and seminars, which translates immediately to closer attention, more intense discussions and closer contact with teachers and advisors. This is true of both the research and non-research trajectories, though more so of the former. Although students at this stage focus on studies within their field of interest and most of their coursework is “in-house” within their sub-department, “cross-departmental” courses are also offered on a less regular basis. In addition, M.A. students study for 6–8 credits in courses offered by any faculty of the Hebrew University if accepted by the course’s teacher. Each M.A. student is required to take a final examination at the end of his/her studies which includes three parts, two written tests and an oral examination.

The M.A. program in ANES is based on seminars given within the sub-department, according to the student’s choice of section (Assyriology or Egyptology). In addition, each M.A. student must take courses or seminars in other departments, notably in linguistics, Bible, Arabic or history, to widen his academic horizons and to prepare him for researching his M.A. thesis, to which the second year of M.A. studies is mainly dedicated. While selecting these courses the student is advised by his/her supervisor and by the head of each sub-department: Prof. O. Goldwasser in Egyptology and Prof. N. Wasserman in Assyriology. At the end of the M.A. each student in the ANES sub-department is required to pass a final examination. This examination is oral and is based on a specific topic, set by the student’s M.A. supervisor. The student is given different questions based on an extensive bibliography presented to him beforehand. The topic of this final oral examination is often connected to the student’s M.A. thesis, and it is customary that the student is examined not by his supervisor, but rather by other teachers.

Students who apply for M.A. studies in archaeology and did not previously study archaeology, Assyriology or Egyptology as part of their B.A. are required to take one to two years of complementary studies, mostly taken from the B.A. curriculum in archaeology.

A second European language, either French or German, is required at M.A. level, and in some cases Italian is recommended. Those who are intended to continue to a Ph.D. are recommended to learn both French and German. An ancient language is suggested at the M.A. level and is required for Ph.D. candidates (in the Prehistory sub-department statistics are substituted for the ancient language).

Ph.D. studies: There is no special study program for Ph.D. students. The student chooses an advisor(s) from among the senior faculty members, selects a research topic and prepares a detailed proposal to be evaluated by a special committee established in each case by the Authority for Research Students. Complementary courses are taken as required, dependent on the approval of the Ph.D. committee. After approval of the proposal the student has to complete his dissertation in no more than six years from first registration.

3.2.2 Please provide in the format of Table 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 within the institution?

See table beginning on next page.

Academic Year of Evaluation (2009–2010)

B.A. Program – Archaeology

Semester	Course Title	Course Type (oblig./elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
									Name of staff member	Employment Degree
1 st year										
1+2	Intro. to Archaeology and Auxiliary Studies (43491)	Compulsory (all)	4	None	2	-	-	40	Ilan Sharon	Senior academic
									Benny Arubas	Adjunct junior
	Two Field Days	-	-	-	-	-	-	-	Course lecturer	-
	3 Week Summer Field School Excavations*	-	-	-	-	-	-	-	Various	-
1+2	Intro. to Prehistoric Archaeology (43171)	Compulsory (all)	5	None	2	1	-	33	Naama Goren-Inbar	Senior academic
									Nira Alpers-Afil	Adjunct senior
									Ravid Ekshtain	Adjunct junior
	Two Field Days	-	-	-	-	-	-	-	Michal Birkenfeld	Assistant
1+2	Intro. to Archaeology: Land of Israel and Levant (Part A, 43106)	Compulsory (all)	5	None	2	1	-	46	Yosef Garfinkel	Senior academic
									Sharon Zuckerman	Junior academic
									Talia Noiman	Adjunct junior
									Avshalom Karasik	Adjunct junior
1	Intro. to Greek Archaeology (43157)	Compulsory (all)	2.5	None	1	0.5	-	37	Zeev Weiss	Senior academic
									Naama Vilozny	Adjunct junior
2	Intro. to Roman Archaeology (43156)	Compulsory (all)	2.5	None	1	0.5	-	34	Zeev Weiss	Senior academic
									Avner Ecker	Adjunct junior
	One Field Day	-	-	-	-	-	-	-	Course lecturer	-
1	Intro. to Islamic Archaeology in the Land of Israel (43108)	Compulsory (all)	2	None	1	-	-	94	Katia Cytryn-Silverman	Junior academic
									Course lecturer	-
2 nd Year										
1+2	Flint Tools (43502)	Compulsory (Prehistory)	4	None	2	-	-	6	Nigel Goring-Morris	Senior academic
									Course lecturer	-
	Three-Day Field Camp	-	-	-	-	-	-	-		
1+2	Early Pottery (43109)	Compulsory (all)	4	None	2	-	-	17	Yosef Garfinkel	Senior academic
									Sharon Zuckerman	Junior academic
1+2	Intro. to Hellenistic-Byzantine Archaeology of the Land of Israel (Part A, 43511)	Compulsory (Classical Arch.)	4	None	2	-	-	9	Uzi Leibner	Junior academic
									Course lecturer	-
	Two Field Days	-	-	-	-	-	-	-		
1	Quaternary: Lower and Middle Palaeolithic (43303)	Compulsory (Prehistory)	2	None	1	-	-	9	Erella Hovers	Senior academic
1	Land of Israel and Levant (Part B, 43414)	Compulsory (all)	2.5	None	1	0.5	-	20	Amihai Mazar	Senior academic
									Yael Rotem	Adjunct junior
									Course lecturer	-
	Four Field Days	-	-	-	-	-	-	-		
2	Intro. to Historical Geography and Spatial Archaeology (43201)	Compulsory (all)	2	None	1	-	-	22	Ilan Sharon	Senior academic
									Course lecturer	-
									Yoni Goldsmith	Assistant
	One Field Day	-	-	-	-	-	-	-		
	Two-Day Survey Exercise	-	-	-	-	-	-	-		

Semester	Course Title	Course Type (oblig./elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
									Name of staff member	Employment Degree
2	Intro. to Archaeology of Israel in Late Roman Period (43512)	Compulsory (Classical Arch.)	2	None	1	-	-	10	Uzi Leibner	Junior academic
	Two Field Days	-	-	-	-	-	-	-	Course lecturer	-
2	Intro. to Byzantine Archaeology (43107)	Compulsory (Classical Arch.)	2	None	1	-	-	30	Uzi Leibner	Junior academic
	One Field Day	-	-	-	-	-	-	-	Course lecturer	-
2	Classical Art and Architecture: Roman Period (43427)	Compulsory (Classical Arch.)	2	None	1	-	-	9	Orit Peleg	Adjunct senior
3 rd year										
1+2	Topics in Prehistory (43504)	Seminar	4	None	2	-	-	13	Naama Goren-Inbar	Senior academic
	Three Field Days	-	-	-	-	-	-	-	Course lecturer	-
1+2	Topics in Biblical Archaeology: The Phoenician World (43509)	Seminar	4	None	2	-	-	6	Ilan Sharon	Senior academic
1+2	Palace, City and Village: Bronze Age Mediterranean (43564)	Seminar	4	None	2	-	-	11	Sharon Zuckerman	Junior academic
1+2	The Nabataeans: History and Culture (43526)	Seminar	4	None	2	-	-	7	Josef Patrich	Senior academic
1	Hellenistic and Early Roman Pottery (43540)	Compulsory (Classical Arch.)	2	None	1	-	-	11	Malka Hershkovitz	Adjunct junior
1	Mesopotamian Art c. 3500– 2000 BCE (43990)	Elective	2	M.A. course, open to B.A. students	1	-	-	7	Tallay Ornan	Senior academic
1	Beginnings of Civilization (43548)	Compulsory (Prehistory)	2	None	1	-	-	15	Nigel Goring-Morris	Senior academic
1	The “Sea People” in Archaeological Research (43703)	Elective	2	M.A. course, open to B.A. students	1	-	-	15	Amihai Mazar	Senior academic
1	Approaches to Archaeological Field Survey (43717)	Elective (Classical Arch.)	2	M.A. course, open to B.A. students	1	-	-	8	Uzi Leibner	Junior academic
1	Death and Perpetuation in Classical World (43439)	Elective (Classical Arch.)	2	None	1	-	-	11	Lihi Habas	Adjunct senior
1	The Classical Architectural Decoration (43420)	Elective (Classical Arch.)	2	M.A. course, open to B.A. students	1	-	-	7	Orit Peleg	Adjunct senior
2	Studies in Prehistoric Research (43591)	Compulsory (Prehistory)	2	None	1	-	-	12	Erella Hovers	Senior academic
2	Pots and People (43550)	Elective	2	M.A. course, open to B.A. students	1	-	-	12	Nava Panitz-Cohen	Adjunct senior
									Daphna Zuckerman	Adjunct senior
2	Mesopotamian Art c. 2000– 1000 BCE (43991)	Elective	2	M.A. course, open to B.A. students	1	-	-	8	Tallay Ornan	Senior academic
2	Production and Commerce in Israel in the Roman and Byzantine Periods (43561)	Elective (Classical Arch.)	2	None	1	-	-	9	Uzi Leibner	Junior academic

Semester	Course Title	Course Type (oblig./elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
									Name of staff member	Employment Degree
2	Aelia Capitolina: Roman Jerusalem (43858)	Elective (Classical Arch.)	2	M.A. course, open to B.A. students	1	-	-	12	Guy Stiebel	Adjunct senior
2	Ancient Glass: From Late Bronze to Early Roman (43780)	Elective (Classical Arch.)	2	M.A. course, open to B.A. students	1	-	-	7	Ruth Jackson	Adjunct senior
2 nd or 3 rd years										
1+2	Intro. to Mesopotamian History: the World of Amori (42304)	Elective	4	None	2	-	-	13	Nathan Wasserman	Senior academic
1	Canaanite Metal Statuary in the 2 nd Millennium BCE (43316)	Elective (Biblical Arch.)	2	None	1	-	-	8	Tallay Ornan	Senior academic
1	Neolithic Art in the Ancient Near East (43309)	Elective (Biblical Arch.)	2	None	1	-	-	10	Yosef Garfinkel	Senior academic
1	Palaeolithic and Neolithic Evidence of Hafting (43897)	Elective (Prehistory)	2	M.A. course, open to B.A. students	1	-	-	3	Naama Goren-Inbar	Senior academic
1	Climate in Mediterranean Basin in Prehistoric Periods (43562)	Elective (all)	2	None	1	-	-	7	Miriam Bar-Matthews	Adjunct senior
1	The Neolithic World in The Levant (43215)	Elective (Prehistory)	2	None	1	-	-	12	Omry Barzilai	Adjunct senior
2	Monumental Art in North Syria in Neo-Hittite Period (43568)	Compulsory (Biblical Arch.)	2	None	1	-	-	5	Tallay Ornan	Senior academic
2	Cuneiform in Canaan (42801)	Elective	2	None	1	-	-	2	Wayne Horowitz	Senior academic
2	Intro. to Archaeology of Islamic Countries (43112)	Compulsory (Islamic Arch.)	2	None	1	-	-	52	Katia Cytryn-Silverman	Junior academic
	One Field Day								Course lecturer	-
2	Pottery from the Islamic Period (43477)	Compulsory (Islamic Arch.)	2	None	1	-	-	4	Katia Cytryn-Silverman	Junior academic
2	Intro. to Archaeozoology (43583)	Elective (all)	2	None	1	-	-	10	Rivka Rabinovitz	Junior academic
2	Archaeological Theory (43851)	Elective (all)	2	M.A. course, open to B.A. students	1	-	-	5	Erella Hovers	Senior academic
									Ilan Sharon	Senior academic
2	Issues in Archaeological Science (43612)	Elective (all)	2	None	1	-	-	10	Leore Grosman	Adjunct senior
2	Microscopic Taphonomy: Research through the Microscope	Elective (all)	2	43583	1	-	-	12	Rivka Rabinovitz	Junior academic
-	-	-	117.5	-	57	3.5	-			

B.A. Program – Ancient Near Eastern Studies

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	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
1	1+2	The Egyptian Tomb as a Reflection of Life (22498)	Compulsory (Egyptology)	4	None	2	-	-	15	Rachel Shlomi-Chen	Adjunct senior
	1+2	Elementary Akkadian (42101)	Compulsory (Assyriology)	8	None	4	-	-	20	Elnathan Weissert	Adjunct junior
	1	Elementary Classical Egyptian (Part A, 22150)	Compulsory (Egyptology)	4	None	2	-	-	2	Orly Goldwasser	Senior academic
	2	Elementary Classical Egyptian (Part B, 22151)	Compulsory (Egyptology)	2	22150	1	-	-	2	Orly Goldwasser	Senior academic
	2	Intro. to Ancient Egyptian Art (22642)	Compulsory (Egyptology)	2	None	1	-	-	8	Arlette David	Senior academic
2 or 3	1+2	Astronomy & Historiography in Ancient Mesopotamia (42104)	Compulsory (Assyriology)	2	None	1	-	-	9	Wayne Horowitz	Senior academic
	1+2	Intro. to Mesopotamian History: The World of Amori (42304)	Compulsory (Assyriology)	4	None	2	-	-	13	Nathan Wasserman	Senior academic
	1+2	Wisdom Literature: Advanced Akkadian (42497)	Compulsory (Assyriology)	4	42101	2	-	-	4	Nathan Wasserman	Senior academic
	1+2	Astronomy & Historiography: Cuneiform Sources (42202)	Compulsory (Assyriology)	2	42101	1	-	-	1	Wayne Horowitz	Senior academic
	1	Ramesside Egyptian for Beginners (22553)	Compulsory (Egyptology)	2	None	1	-	-	4	Orly Goldwasser	Senior academic
	1	Reading Tutorial for B.A. Students (42100)	Compulsory (Assyriology)	1	None	-	1	-	2	Various	-
	2	Advanced Classical Egyptian (22501)	Seminar (Egyptology)	2	22150, 22151	1	-	-	3	Arlette David	Senior academic
	2	The Gods of Egypt: Between Life and Death (22153)	Compulsory (Egyptology)	2	None	1	-	-	7	Rachel Shlomi-Chen	Adjunct senior
3	1	The Akkadian Mythology: Ishtar's Descent to the Netherworld (42301)	Compulsory (Assyriology)	2	42101	1	-	-	2	Uri Gabbay	Adjunct senior
	2	Cult Images and Temples in Ritual Texts (42305)	Compulsory (Assyriology)	2	42497	1	-	-	2	Uri Gabbay	Adjunct senior
	2	Incantations against Demons & Various Animals (42498)	Compulsory (Assyriology)	4	None	2	-	-	3	Nathan Wasserman	Senior academic
Total	-	-	-	47	-	23	1	-			

M.A. Program – Archaeology

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	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
1 or 2	1+2	Household Archaeology (43905)	Seminar (Biblical Arch.)	4	None	2	-	-	20	Sharon Zuckerman	Junior academic
	1+2	Architecture, Art and Society in Galilee Paths (43776)	Seminar (Classical Arch.)	4	None	2	-	-	9	Zeev Weiss	Senior academic
	1+2	Topics in Prehistory (43927)	Seminar (Prehistory)	4	None	2	-	-	6	Erella Hovers	Senior academic
	1	The Beginnings of Material Culture in the Oldowan (43791)	Elective (Prehistory)	2	None	1	-	-	2	Erella Hovers	Senior academic
	1	Palaeolithic and Neolithic Evidence of Hafting (43897)	Elective (Prehistory)	2	M.A. course, open to B.A. students	1	-	-	3	Naama Goren-Inbar	Senior academic
	1	The "Sea People" in Archaeological Research (43703)	Elective (Biblical Arch.)	2	M.A. course, open to B.A. students	1	-	-	15	Amihai Mazar	Senior academic
	1	Mesopotamian art c. 3500–2000 BCE (43990)	Elective (Biblical Arch.)	2	M.A. course, open to B.A. students	1	-	-	7	Tallay Ornan	Senior academic
	1	The Classical Architectural Decoration (43420)	Elective (Classical Arch.)	2	M.A. course, open to B.A. students	1	-	-	7	Orit Peleg	Adjunct senior
	1	Approaches to Archaeological Field Survey (43717)	Elective (Classical Arch.)	2	M.A. course, open to B.A. students	1	-	-	8	Uzi Leibner	Junior academic
	1	Death and Perpetuation in Classical World (43439)	Compulsory (Classical Arch.)	2	None	1	-	-	11	Lihi Habas	Adjunct senior
	1	City Coins (43948)	Elective (Classical Arch.)	2	43555	1	-	-	3	Rachel Barkay	Adjunct senior
	2	Intro. to Archaeozoology (43583)	Elective (all)	2	None	1	-	-	10	Rivka Rabinovitz	Junior academic
	2	Aelia Capitolina: Roman Jerusalem (43858)	Elective (Classical Arch.)	2	M.A. course, open to B.A. students	1	-	-	12	Guy Stiebel	Adjunct senior
	2	Scientific Writing in Prehistory (43942)	Compulsory (Prehistory)	2	None	1	-	-	3	Erella Hovers	Senior academic
	2	The Prehistory of Death (43790)	Elective (Prehistory)	2	None	1	-	-	6	Nigel Goring-Morris	Senior academic
	2	Individual Guidance in Biblical Archaeology (43839)	Compulsory (Biblical Arch.)	2	None	-	1	-	6	Various	-
2	Archaeological Theory (43851)	Elective (all)	2	M.A. course, open to B.A. students	1	-	-	5	Erella Hovers	Senior academic	
										Ilan Sharon	Senior academic

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	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
	2	Stratigraphical Analysis (43822)	Elective (Biblical Arch.)	2	None	1	-	-	8	Ilan Sharon	Senior academic
	2	Pots and People (43550)	Elective (Biblical Arch.)	2	M.A. course, open to B.A. students	1	-	-	12	Nava Panitz-Cohen	Adjunct senior
										Daphna Zuckerman	Adjunct senior
	2	Ancient Glass: from Late Bronze to Early Roman (43780)	Elective (Classical Arch.)	2	M.A. course, open to B.A. students	1	-	-	7	Ruth Jackson	Adjunct senior
	2	Issues in Archaeological Science (43612)	Elective (all)	2	None	1	-	-	10	Leore Grosman	Adjunct senior
	2	Microscopic Taphonomy: Research through the Microscope	Elective (all)	2	43583	1	-	-	12	Rivka Rabinovitz	Junior academic
	2	Mesopotamian Art c. 2000–1000 BCE (43991)	Elective (Biblical Arch.)	2	M.A. course, open to B.A. students	1	-	-	8	Tallay Ornan	Senior academic
	2	Tutorial Reading (08810)	Elective (Prehistory)	2	None	1	-	-	2	Nigel Goring-Morris	Senior Academic
Total				56		26	1	-			

M.A. Program – Ancient Near Eastern Studies

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	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
1	1+2	Reading in Selected Ancient Egyptian Texts (22801)	Seminar (Egyptology)	4	None	2	-	-	3	Orly Goldwasser	Senior academic
	1+2	Syriac: Language and Texts (Beginners, 36103)	Other	8	None	-	4	-	8	Shraga Assif	Adjunct junior
	1+2	Advanced Syriac (36205)	Other	4	36103	-	2	-	2	Shraga Assif	Adjunct junior
	1	Reading in Akkadian Epics and Myths: Gilgamesh, Erra (42848)	Seminar (Assyriology)	2	None	1	-	-	4	Nathan Wasserman	Senior academic
	1	Advanced Sumerian: Gilgamesh and Agga (42809)	Seminar (Assyriology)	2	Beginner's Sumerian	1	-	-	2	Wayne Horowitz	Senior academic
	2	Cuneiform in Canaan (42801)	Elective	2	M.A. course, open to B.A. students	1	-	-	2	Wayne Horowitz	Senior academic
	2	Contra Polotzky (22842)	Seminar (Egyptology)	2	None	1	-	-	1	Orly Goldwasser	Senior academic
	2	Legal Texts of the New Kingdom (22810)	Seminar (Egyptology)	2	22553	1	-	-	2	Arlette David	Senior academic
Total				26		7	6	-			

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.

The academic program and research agenda of the Department are organized, as mentioned earlier, in four sub-departments. Each year the various sub-departments structure their programs. The details of the topics of thematic courses, as well as the assignment of faculty members to teach particular courses, are at the discretion of the sub-departments. Typically, faculty members themselves decide on the topic of monographs or seminars. It is the responsibility of the head of the sub-department to ensure that the topics are appropriate, that they are not redundant and that no two teachers intend to give overlapping courses (thus reducing the choice of electives for students within the program). After the program in each sub-department is finalized, the Head of the Department peruses it for final approval. If necessary, he meets with the sub-department heads to discuss various issues and problems pertaining to the program, after which it gains final approval. When financially and logistically possible, each sub-department may invite a guest lecturer who can offer perspectives not taught by the Department's members, giving a course for one or two semesters. For changes made to the Department's curriculum, see below, section 3.2.6.

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

In-house monitoring is conducted continuously by the teaching committee, composed of sub-department heads and the academic secretary and headed by the Head of the Department. This committee is scheduled to meet every 4–6 weeks but can be summoned at short notice if the need arises.

We consider the close, collegial relationship between faculty members a major asset of the Department and one of the reasons for its success. This results in high levels of coordination and cooperation between faculty members within and between the various sub-departments, who monitor their own as well as colleagues' courses to ensure that they complement one another and form a solid and coherent academic program.

3.2.5 Are additional 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)?

Since 2004 the Israel Antiquities Authority has required each new applicant for an excavation license to hold an "Authorization for Field Archaeology". The components of our program conform with the requirements of the IAA. In consequence, the Department of Archaeology of the Hebrew University of Jerusalem grants a letter of authorization to all students who have successfully fulfilled their undergraduate studies. With the changing curriculum of the Faculty of Humanities and with the implementation of our new academic program, it was agreed by the members of the Department of Archaeology that the authorization should be conferred in the course of the M.A. study program. Students with an average grade of 85 may start attending the relevant technical courses during their B.A. studies, to a maximum of 6 academic credit points. The authorization is conferred after the completion of at least 20 academic credit points.

3.2.6 What are the future directions for developing the program, and how were such directions decided on?

During the last year changes in the curriculum have been discussed in the Department. Archaeology is today a cutting-edge, multi-faceted discipline that directly incorporates aspects of the Humanities and the Social and Natural Sciences. Accordingly, we are endeavoring to tailor our pedagogic paradigm to meet this challenge while defining the needs of the undergraduate and graduate programs. Faculty members and students alike feel that the goals of teaching for the first two degrees should be defined and refined. The discussions were held during the 2009/2010 academic year, and the new program, starting with the undergraduate level, will be first implemented in 2010/2011.

The tendency is to create an undergraduate program that will be more general and provide an intellectual basis as well as a wide knowledge of the discipline of archaeology and the material culture of prehistoric and historic cultures of the Near East and Eastern Mediterranean. The M.A. will be aimed at professionalism, imparting the specialized skills needed for research in archaeology as well as encouraging students to explore individual niches (e.g. numismatics, archaeozoology, paleography, GIS in archaeology etc.) in greater

depth. Finally, the Ph.D. will remain, as today, the ultimate test of applying both wide knowledge and specialized skills to a major piece of original research.

Recent structural changes and appointments in the Department reflect the same vision. The integration of ANES with the Department of Archaeology can create new integrative programs for students. Joint hires with the departments of Art History (Ornan) and Islamic Studies (Cytryn-Silverman) will likewise strengthen our ties with the Humanities. Another recent hire (Rabinovich) is a joint appointment with Life Sciences. An ongoing appointment process aims to endow the laboratory of computational archaeology with an academic position and thus open yet another avenue for joint research and teaching with the exact sciences and engineering. The challenge, however, is to engage in such interdisciplinary research *without* neglecting the core curriculum of “traditional” archaeology.

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

Archaeology is on the one hand a highly specialized research field and on the other hand a general field of knowledge, part of the wider educational system of higher education. For both these goals the program seems to achieve its mission and goals, though some revisions are already in the process of implementation.

The main test of success is the end result. Many of the Department’s graduates have become leading scholars in this field in Israel and abroad. Currently, at least six of our graduates are on the faculty of other departments of archaeology in Israel, and at least three are faculty members in similar departments abroad. Many of our graduates serve as archaeologists in the Israel Antiquities Authority, in museums in Israel, etc. Numerous field projects have been carried out with the participation of current and former students, and reports and articles by or in collaboration with students have been published in local and international journals. Advanced students and graduates of the Department often take part in international meetings. We can say with confidence that the program achieves its mission of training future archaeologists in Israel.

The main point of strength of the sub-department of ANES is that it is the only Israeli institution offering a full-blown program in Assyriology and Egyptology, from B.A. to Ph.D. The variety of subjects studied and taught is wide and allows students a good choice. In addition, both the programs in Assyriology and Egyptology can lean on additional and

complementary courses given in other departments, such as Classics, Linguistics, Arabic and Bible.

The fact that most of the teachers in the sub-department of ANES run research projects (in some cases jointly with colleagues from abroad) is another point of strength that should not be overlooked, for these scientific projects rejuvenate the courses and introduce the students to state-of-the-art topics that are actively being studied.

The excellent library of the Institute of Archaeology offers a first-rate environment for introductory and advanced studies and research in the fields of both archaeology and ANES.

Weaknesses are also discernible in the program. The distinctions between the aims of the B.A. and M.A. study program are conceptually well defined but are not easily implemented. This is in part the combined result of budget cuts and the overall trend of decreasing student numbers, which make it difficult to offer a large number of discrete courses, but we need to be more creative in this respect. In fact, as mentioned above (section 3.2.6), the Department is now structuring a revised study program that will respond to that need.

Many of the Department's faculty members believe that B.A. studies in archaeology should confer a general knowledge of archaeology, its development, its theoretical frameworks and its methods, as well as general knowledge of the ancient cultures of the Near East and the Mediterranean world. The M.A. studies should concentrate on more specialized training of researchers in archaeology. Thus, the B.A. studies would fulfil the requirements of those who do not intend to become professional archaeologists but wish to widen their knowledge of the past, while preparing some students for future professional studies. The Department has discussed a revision of the teaching program in this direction over the last year, but it appears that general agreement on such a change should be achieved between all five universities in Israel, since the Israel Antiquities Authority has tended to hire archaeologists on the basis of a B.A. degree alone.

An additional weakness that needs addressing is the relationship between archaeology and the study of the history and written records of related civilizations. With the new uniting of the Departments of Archaeology and ANES, the integration between the fields may become easier. Links with the Departments of Bible and Classics perhaps need more attention in the future.

The weak points of the ANES program are the lack of teaching of Anatolian studies in the Hebrew University, specifically the disappearance of Hittite from the sub-department's curriculum. Sumerian is also under threat, but we hope that with the help of a tenured position this language will be secured. Finally, the Assyriological section is stronger in the study of earlier periods, i.e., the third to mid-second millennia BCE, while the first millennium, especially the Neo-Assyrian and Neo-Babylonian periods, could receive more emphasis in our program.

3.3 Teaching, learning and learning outcomes

3.3.1 What steps are taken in order to evaluate teaching and improving teaching? How are the results of these activities used, specifically, the negative findings about staff members' teaching? Does the unit act in order to locate and encourage excellent teachers? Does the unit or the institution offer the teaching staff regular and systematic activity, including courses/in-service training/instruction and guidance programs in order to improve the quality of teaching? Do new staff members receive special support?

The quality of teaching is high on the Department's agenda. All new faculty members are encouraged to participate in teaching workshops organized by the Dean of Humanities. Senior faculty members visit the classes of more junior faculty from time to time and give them tips to improve their teaching. Teaching evaluations by faculty members and by students play an important role in tenure and promotion decisions. Towards the end of each course, students are requested to complete evaluation forms (distributed and analyzed by the students' administration of the Hebrew University). The results are distributed to the individual faculty members, to the Head of the Department and the Dean, a process that guarantees continuous supervision of the quality of teaching. An annual list of the highest-rated teachers is published by the Dean and is posted throughout the campus.

The Department holds regular meetings of all tenure-track faculty members and representatives of the graduate students (i.e., adjunct teachers) during the academic year, at which teaching and academic issues, amongst others, are raised and discussed. On more pressing matters the heads of the sub-departments are consulted by the Head of the Department. Additionally, the University's promotion procedure from one rank to the next entails evaluation of the teaching of the individual concerned. All of these contribute to promote academic updating and awareness of new professional methods and directions.

Furthermore, the fact that the Department is located in its own separate building (with the exception of components of the newly incorporated ANES sub-department) encourages interaction between staff members, as well as between staff and students (especially graduate students). We believe that the physical environment thus creates a positive atmosphere of discourse, encouraging self-criticism and endeavor for excellence.

3.3.2 Please provide in the format of Table 3 (page 18) as an appendix to the report, the rankings of the courses as found in the results of the teaching surveys given by the program in the last 5 years (those of faculty members and those of adjuncts). Please divide the information by obligatory courses, elective courses, seminars, and labs/workshops. If the program used other methods of evaluation, please specify them.

Average score of teaching surveys in the last 5 years (range of scores: 1–22.5)

Academic Year 2009–2010								
1st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean score	18.58	17.65	-	-	16.78	18.35	-	-
No. of courses	5	6	-	-	16	5	-	-
Academic Year 2008–2009								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean score	18.66	18.04	-	-	18.18	18.17	-	-
No. of courses	9	5	-	-	23	5	-	-
Academic Year 2006–2007								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean score	16.84	17.28	-	-	17.93	18.20	-	-
No. of courses	8	6	-	-	14	8	-	-

Notes:

- The scores represent the average score in regard to general satisfaction with the course's teacher.
- During the academic year 2007–2008, teaching surveys were not conducted due to a prolonged strike of the academic staff.
- No statistical data on surveys were collected before the academic year 2006–2007.
- The score for seminars, workshops and laboratories is included within the general required/elective scores.
- The scores for seminars, workshops and laboratories are included within the general required/elective scores.
- Scores are provided only if the number of respondents exceeds 5.

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

All teaching in the Department is carried out within the Institute's building, which has its own classrooms and collection halls, library and digital archives. All the classrooms are now provided with digital audio-visual equipment that is essential for our teaching programs. These are reinforced by the provision of complementary web-based (i.e., Hi-Learn) materials (PowerPoint presentations, bibliography, exercises etc.) available through the University.

The Institute of Archaeology of the Hebrew University houses the largest study collections (in two study halls) of any academic institution in Israel, which include ceramics, chipped stone implements, glass, coins and other artifacts. These collections are actively and extensively used in various "hands-on" academic courses and teaching aids.

The presence of the dedicated library within the Institute of Archaeology is unanimously considered to be crucial for the teaching (and other) needs of the Department. It should be stressed that the library is one of the most comprehensive in the world on many aspects of archaeology and the Ancient Near East. The recent physical expansion and renovation of the library, including the construction of study cubicles (carrels) and a dedicated seminar room, definitely contribute to a positive environment for study. The library also houses an extensive slide collection of over 60,000 slides that has lately been digitized and is available to both students and teachers.

For description of methods, scope and type of courses, see above, section **3.2.1**.

3.3.4 Learning Outcomes: Describe the methods applied to measure Learning Outcomes according to the following:

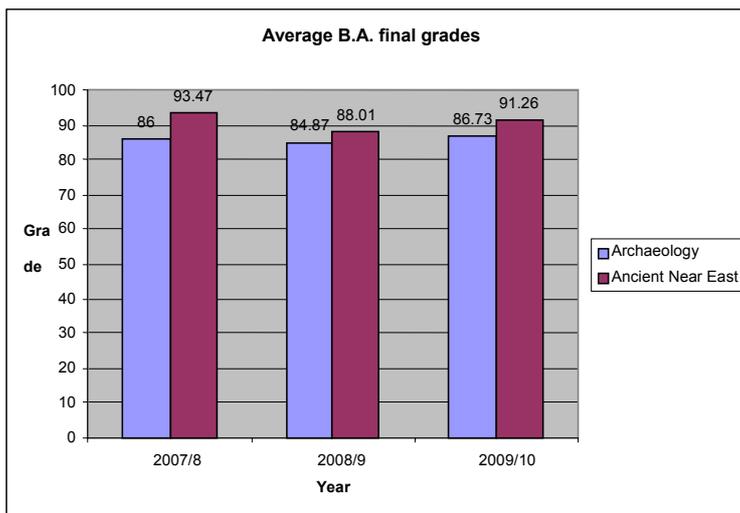
3.3.4.1 Examinations

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

Each course has its own specific requirements, dependent upon the nature of the course, the level of the class being taught, and the aims of the particular teacher. In the course of undergraduate and graduate studies, students are required to take a variety of different types of courses, ranging from more theoretical to more practical subject matter with "hands-on" experience. In the ANES sub-department, language requirements are obviously a major component of the syllabus. Examinations are tailored accordingly, ranging from multiple

choice through written examinations and essays, take-home examinations and papers, in addition to exercises and the like. The weight of the final grade in all courses is dictated by the nature of the specific course: full-year compulsory courses have a more significant relative weight than elective single-semester courses. Thus, minimum grades are required in the undergraduate introductory “core” courses before continuing to the next year of studies. However, it should be noted that individual teachers decide upon the breakdown of the grade within any of the courses that they teach. Oral examinations are given only as part of the final M.A. examinations. The final examination contributes 15% to the overall M.A. grade, while the M.A. thesis contributes 35%.

b. 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



c. If the relevant information is available, please present (in the format of a histogram) the distribution of the overall average grade of the graduates (not including the grade of the thesis for the second degree) for each of the last three years.

This information is not available.

3.3.4.2 Written assignments (projects, theses, dissertations)

a. Describe the types of written assignments and other projects required in the program, their contents and scope (seminar papers, degree papers, thesis, training period, practical training etc.).

Written assignments and short exercises are required in the introductory courses in first and second years. Final papers are also required in some other courses during the B.A and M.A. studies. These are relatively short papers in which the student relates to a particular issue, find, etc. During the third year students participate in two seminars (one in each of their chosen sub-departments). The exact nature and subject of these seminars are flexible and depend upon the interests of the teacher, though they must accord with the curriculum of the sub-department. In each seminar, students are expected to participate actively in the classes, make an oral presentation and submit a written paper. In this manner the seminars provide students with the opportunity to examine and evaluate academic issues systematically and critically. Often, the subjects of such seminar papers chosen by the students are based around active analysis of archaeological materials. We maintain that these seminars are the most suitable for the goals of the Department as a research program and as a scheme that trains potential researchers.

As a complement to formal class work, B.A. studies include a series of mandatory field trips, visiting major archaeological sites throughout the country and conducting archaeological surveys, etc. The students are required to submit written reports following these field trips.

Students receive practical training in a three-week field school at the end of their first year of studies. The field school involves all aspects of fieldwork (excavation, surveying, planning, registration, etc.) as well as after-hours lectures, “hands-on” workshops and discussions. Students are expected to submit a written report reflecting their experience in the field. Comments are made on the field report, and its grade contributes 20% to the overall grade of the course entitled “Introduction to Archaeology and Auxiliary Studies.”

Studies in the ANES sub-department focus on linguistics, supplemented by courses on the political and social histories, religion, art and literature of ancient Egypt and Mesopotamia. It is notable that this sub-department has recently initiated an innovative academic cooperation whereby faculties from all Israeli universities pool their resources. They accordingly offer

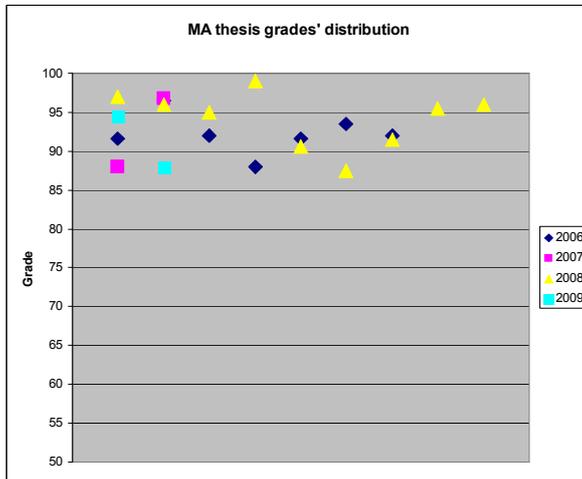
integrated courses, research seminars, and summer workshops for the instruction of advanced students. This program is supported by the Humanities Fund.

While the undergraduate program aims to provide students with a broad introduction to archaeology and ANES, M.A. studies focus on providing the tools for developing professional competence and research qualifications. In accordance with the Faculty's framework for M.A. studies, students have the opportunity to choose between two principal tracks: research and non-research. The former involves the submission of an M.A. thesis, while the latter involves extended coursework. The M.A. thesis can be dedicated to theoretical questions or analysis of the small finds and architectural remains in given sites, while the focus of the paper depends much on the interests of each student. During the work he/she must cover various aspects related to the topic, apply analytical methods, and demonstrate research skills in writing.

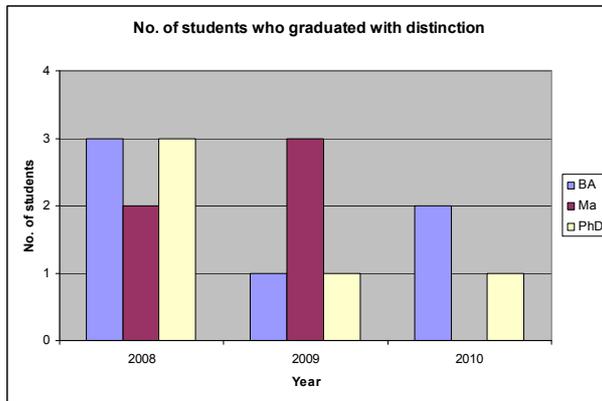
b. What are the methods applied to evaluate written assignments and projects? What kind of feedback, apart from the grade, is given to the students in relation to these assignments and projects?

The grades for courses, short papers, assignments and seminar papers in the B.A. and M.A. are given by the teacher. The extent of written assessment and feedback on each paper or seminar depends on the teacher and the nature of the assignment. The M.A. thesis has two readers, the supervisor and another chosen by the teaching committee of the Faculty from within the Hebrew University or another institution. For these papers, apart from the grade, a written report is also given by each reader.

c. 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 a histogram) the grades distribution of the final project/final seminar/thesis.



3.3.4.3 Please specify the number of graduates who graduated with honors



3.3.4.4 Other: any other methods applied to measure the achievements of the students used by the institution

No other methods are applied.

3.3.5 In summary, what are the strengths and weaknesses of the teaching and learning? To what extent have the methods applied to measure the teaching and learning outcomes achieved their goals?

Our teaching program is unique in Israel in that it encompasses both diachronic and synchronic sub-disciplines, ranging from the emergence of hominins to Medieval times. We believe that a major strength of the Department is the combination of formal and informal frameworks of teaching, beginning during undergraduate studies but intensifying as students progress to graduate studies. This is exemplified by the Department's mandatory requirements of "hands-on" group exercises/laboratories, participation in field trips and excavations to reinforce classroom teaching. The employment of student assistants in all the archaeological projects carried out by the academic staff of the Institute provides excellent opportunities for the students to deepen their experience in the many facets of archaeological research by routine involvement in scholarly work. By their participation in excavations and other field activities like surveys, or by processing excavated material, our students are exposed to scholarly methods and activities from very early phases of their university education.

We are fortunate to be physically located near a wide range of resources (sites, collections, excavations, and finds) in Jerusalem and its vicinity. Accordingly, Hebrew University students have easy access to other institutions (e.g., Israel Antiquities Authority, Israel Museum, Bible Lands Museum, Hebrew Union College, Ecole Biblique, Albright Institute, Kenyon Institute, etc.) and resources located in and around Jerusalem.

With regard to weaknesses, while we are in the process of reorganising the study program, we believe that greater emphasis could be placed upon more theoretical perspectives in archaeology. Moreover, our teaching could, on occasion, have a wider geographical and cultural range of reference than at present.

Another major problem concerns the budgetary constraints within the Faculty and the University as a whole, which continue to affect the Department. These not only result in the shrinking number of tenure-track positions available for excellent young researchers, but also curtail the number of adjunct teachers and lecturers available to provide what we consider an essential breadth of cutting-edge complementary studies. Furthermore, such budgetary constraints have lately reduced the number of field trips that can be carried out, which we view as a vital and invaluable part of the undergraduate core curriculum.

Another noteworthy point is, again, a Faculty-wide issue concerning the academic structure of the M.A. studies: students are required to choose between two tracks: research and non-research. The former involves the submission of an M.A. thesis, while the latter involves extra coursework. However, the research track program allows the submission of a Ph.D. proposal instead of a seminar paper, while it awards the M.A. degree only *after* the approval of a Ph.D. thesis proposal. Thus in this case it may take some time until the student completes the requirements for the M.A. degree.

3.4 Students

3.4.1 What are the entry requirements/criteria for the program and the actual admission data (first degree and advanced degrees), including the “on probation” status. Please also include: 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 de facto admitted students, the number of students that accepted their admission 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.**

The following requirements apply to candidates for the first year of all B.A. degree programs in the University and were shaped so as to identify and admit candidates likely to succeed in their studies: (1) eligibility for a secondary school matriculation certificate, (2) a psychometric test, (3) knowledge of English (minimal requirements of the University) and Hebrew (for students whose language of instruction in their secondary school was not Hebrew). The regular admission procedure is based on a weighted average of the matriculation grades (50%) and the psychometric score (50%). For candidates who studied in an academic preparatory program, their grades can be considered instead of the average of matriculation grades. In addition, candidates with outstanding matriculation grades can be accepted without a psychometric test, and outstanding scores in a psychometric test can bypass the need for a matriculation certificate. Candidates with the highest average are admitted according to the number of places available.

Candidates for M.A. degree programs require a B.A. degree from a recognized institution with a minimal average grade of 80 for the non-research track and 85 for the research track. Students whose B.A. is not in archaeology are required to take most of the mandatory courses of the B.A. program (28–36 credit points) and to participate in the three-week field school. A student may transfer from the non-research track to the research track with an average of 85 and a minimum of 20 credit points in his M.A. courses. The minimal requirements for a Ph.D. candidate are an average of 90 in the M.A. courses (research track) and a grade of 90 in the M.A. thesis.

Applicants from abroad are required to submit a high school diploma equivalent to the Israeli counterpart. Assessment of a diploma from abroad is carried out by a team of counselors who are familiar with high school studies in various countries. The pre-academic courses for new immigrants at the universities of Jerusalem and Tel Aviv are recognized in lieu of a high school matriculation certificate. The final grade of the pre-academic year for new immigrants is weighed along with the psychometric score. Pre-academic studies for new immigrants at other universities do not figure in the weighing; in such cases, the grade for admission purposes is solely a function of the psychometric score. With regard to proficiency in Hebrew, there is a difference in the requirements for different fields of studies. The Department of Archaeology and ANES requires completion of Level 3 (the minimum University requirement).

Number of candidate students, admitted and enrolled – last five years:

Degree	Group	Year				
		2009–10	2008–9	2007–8	2006–7	2005–6
B.A.	Candidates	130	118	138	128	132
	Accepted*	62	59	75	60	66
	Studied	38	22	27	28	29
M.A.	Candidates	25	14	16	13	9
	Accepted*	15	9	9	7	8
	Studied	13	7	7	5	6

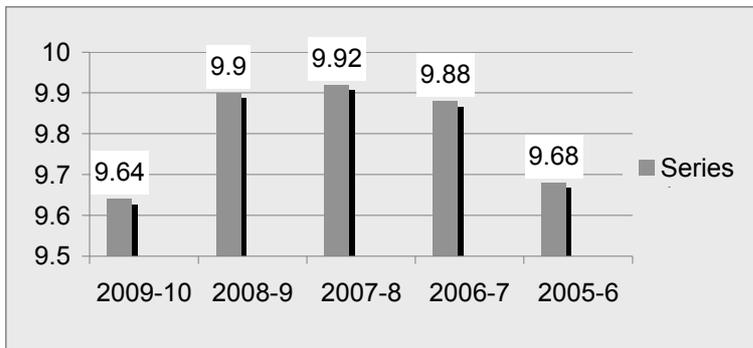
* Includes candidates whose application to the Department of Archaeology and ANES was cancelled following their admission to another department.

Distribution of the psychometric score and matriculation grades of students enrolled to the B.A. program – last five years*

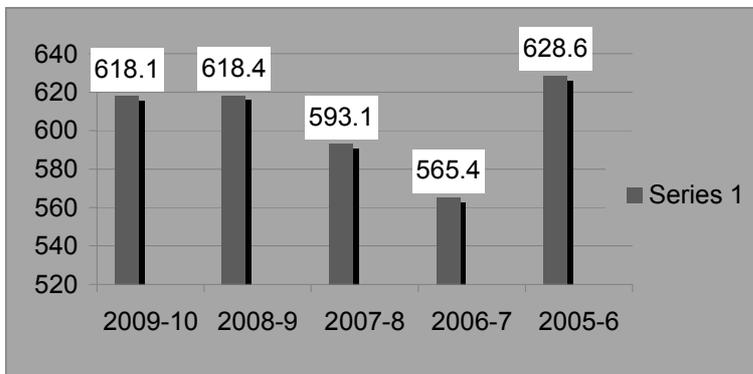
Degree	Group	Year				
		2009–10	2008–9	2007–8	2006–7	2005–6
B.A.	Average matriculation grade	9.64	9.90	9.92	9.88	9.68
	Number of students	26	14	22	16	27
	Average psychometric score	618.1	618.4	593.1	565.4	628.6
	Number of students	33	17	24	22	27
Graduates of an academic preparatory program		8	5	5	9	1

* Some students with an average above 9.75 in the matriculation grades were accepted without a psychometric test, while some students with a high score in the psychometric test or new immigrants with an equivalent test were accepted without a matriculation certificate. The maximum possible matriculation grade average is 12, and the maximum psychometric score is 800.

Students' Average Matriculation Grade



Students' Average Psychometric Score



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 admission criteria decided upon, and to what extent are the criteria and procedures for admission relate to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) at the program?

Applicants to the Hebrew University may list four study programs in order of preference. The selection is made according to these priorities. If an applicant lists archaeology as his/her first priority and is accepted, his/her second priority is checked only if he/she had applied to the dual-major or major-minor study program. If the applicant is not accepted to the first-priority program, his/her second-priority program is considered and so on. If the decision regarding an applicant's first priority is not yet available, admission to the second-priority program is explored. If a candidate is accepted to his/her second-priority program and later to his/her first-priority program as well, and has applied to the single-major study program, his/her second priority is cancelled and so on. Thus some admissions may be cancelled if the applicants are admitted to a program to which they gave a higher priority.

An applicant whose qualifications are not adequate by the regular admission standards but has additional relevant qualifications may request reconsideration of his application. The request is then brought before an appeals committee.

Since the beginning of the 2001–2002 academic year, the University has employed an affirmative-action policy in all departments and programs, including archaeology. Candidates deemed eligible for preferential treatment by the “Society for the Promotion of Education” can be admitted if their weighted average is slightly lower than the level required for acceptance, depending on the number of places allocated in this category. We do not as yet have data on the degree of success of these students.

The admission cut-off point is determined by the number of places and the demand for them. The decision is taken by the Rector on the recommendation of the academic unit, the Dean and the Department of Student Administration.

3.4.3 What are the de facto criteria for moving up a year in the program as well as the criteria for completion of the degree, including the graduation requirements?

In order to advance from one year to the next, a student must complete all requirements in all classes taken in the previous year by December 31 of the new academic year. In order to advance to the second year, a student must earn a grade of 60 or more in all the introductory courses. During the summer between his first and second year, every student is required to participate in three weeks of study excavation at one of the field schools of the Institute. On very rare occasions participation in the field school can be postponed to the second or the third year, but in no case can a B.A. in archaeology be completed without it. In order to be entitled to a B.A. degree in archaeology, a student must complete all the requirements earn 69.5 credit points (not including seminar papers) and participate in all mandatory study trips.

Eligible for admission to the M.A. degree program are students who have completed their studies for the B.A. degree and attained a weighted average grade of at least 85 (research) or 80 (non-research track).

Eligible for admission to the doctoral program are students who have completed their studies for the M.A. degree with an average grade of at least 90 and a grade of at least 90 on the M.A. thesis, conditional on the applicant’s having satisfied the Faculty that he meets the required level of academic research.

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?

Drop-out rate in the past five years both in absolute numbers and in percentages (archaeology students only, without students of the newly absorbed ANES program)

Degree			Year				
			2010	2009	2008	2007	2006
B.A.	Number of drop-out students	Between years 1–2	NA	6	5	10	5
		Between years 2–3	NA	NA	3	5	4
		Total	NA	6	8	15	9
	Percentage of students in year	Between years 1–2	NA	25%	18%	29.4%	17%
		Between years 2–3	NA	NA	13%	20.8%	16%
M.A.	Number of drop-out students	Between years 1–2	NA	2	5	1	3
	Percentage of students in year		NA	18%	35.7%	11%	42.8%

There have been significant drop-out rates during B.A. studies, mainly between the first and second year, in the Department of Archaeology for many years. A significant drop-out rate seems inevitable in a discipline like archaeology, where many start their studies with only a vague idea of the nature of the field and its requirements. A major turning point is participation in the mandatory study excavation during the summer between the first and second year, when students are exposed to the demands of archaeological field work and can assess their competence for such work.

The drop-out of M.A. students is usually due to personal (especially financial) difficulties faced by these students, who reach this phase of their academic career at a relatively late age (most students having completed compulsory military service prior to beginning their studies). These students have to satisfy the demands of family life, the need to earn a living and a full curriculum of M.A. studies. Quite a few of these students return to finish their degree after a break of a few years.

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?

Most of the research projects directed and run by the staff members of the Department of Archaeology and ANES involve students in all stages of their studies. Students are involved in all aspects of these projects: in the field, in the laboratory and towards the publication of the results. In addition, students are involved in interdisciplinary research of archaeological finds that is carried out elsewhere (e.g., chemical or zoological analysis carried out in the relevant department in the Edmond J. Safra campus or in the Weizmann Institute).

List of the different projects currently active at the Institute, with numbers and degrees of students involved

Researcher	Project	No. of B.A. students	No. of M.A. students	No. of Ph.D. students
Prof. Anna Belfer-Cohen	Natufian lithic technologies			1
	Natufian lithic technologies from Hof Shahaf		1	
	Excavation and processing of UP and EP sites in Georgia		3–5 (during excavation season)	
Dr. Katia Cytryn-Silverman	New Tiberias excavation project	1 (during excavation season)	3 1 (during excavation season)	
	Khirbet al-Minya excavations	1 (during excavation season)	2 (during excavation season)	
Prof. Yosef Garfinkel	Khirbet Qeiyafa excavations and publications		3 1 (during excavation season)	2 3 (during excavation season)
	Tel Tsaf excavations and final publications		3 1 (during excavation season)	1
	Sha'ar HaGolan final publications		2	3
	Ashkelon final publications		3	
Prof. Naama Goren-Inbar	Gesher Benot Ya'aqov excavations and publication project	1	3	4
	PPNA quarry in Kaiser (Modiin)	6		
Prof. Orly Goldwasser	Ancient Egyptian classifiers in a diachronic perspective		2	2
Prof. Nigel Goring-Morris	Pre-Pottery Neolithic B cult and mortuary site at Kfar HaHoresh, Lower Galilee	4	6	4
	Nahal Lavan 1021: A Neolithic workshop site in the western Negev		1	
Prof. Erella Hovers	Taphonomic and spatial aspects of the use of fire in the Amud Cave	2	1	2
Dr. Uzi Leibner	Khirbet Hamam excavations		2 4 (during excavation season)	2 (mainly during excavation season)
Prof. Amihai Mazar	Tel Beth-Shean and Tel Rehov publication project	1 (during excavation season)	1	1 (during excavation season)
Dr. Tallay Ornan	1. Lion impressions of the Persian period 2. Second-millennium Canaanite metal statuary			1
Dr. Rivka	Habitat and zoological biodiversity		2	

Researcher	Project	No. of B.A. students	No. of M.A. students	No. of Ph.D. students
Rabinovich	reconstruction of a 0.78 MA old site along its 100ka sequence, in view of climate change			
	The faunal assemblage from Ovdad, Israel (with Prof. Z. Weiss, Hebrew University)		1	
Dr. Ilan Sharon	Tel Dor excavations		2 1 (during excavation season)	3 1 (during excavation season)
	The computerized archaeological laboratory	3	1	2
Prof. Nathan Wasserman	Cataloguing cuneiform tablets from Shaffer Collection (2004–2005)		3	
	Sources of Early Akkadian period – text corpus of Babylonian and Assyrian literary texts (2007–2009, GIF)	1	2	
	Sources of Early Akkadian literary texts – Middle Assyrian and Middle Babylonian periods (2010, GIF)		2	
Prof. Zeev Weiss	Zippori excavations	1 1 (during excavation season)	1 4–5 (during excavation season)	2
Dr. Sharon Zuckerman	Publication of the Canaanite temple of Nahariya	1	1	
	Excavations in the lower city of Hazor	1 (during excavation season)	1	
	Provenancing of Mycenaean pottery from northern Israel through NAA		1	

All in all, during the last five years, 18 B.A. students, 49 M.A. students and 27 Ph.D. students were involved in the research projects of members of the Institute of Archaeology. More students (5 B.A., 17 M.A. and 7 Ph.D. students) were employed for shorter periods, usually as area supervisors and staff members during excavation seasons. The salaries of all these students were funded by the Institute's members from their own research grants.

3.4.6 Counselling systems

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

The starting point of counseling is the University's list of courses, published every year in July. During August the students grade their preferences through the registration system on the Internet. Later, they receive their personal course lists and may make changes through the Internet system. At each point of this process, the student can contact the academic secretariat or the B.A. or M.A. advisors for counseling. At the beginning of the second B.A. year each archaeology student chooses a specialization (Prehistoric, Biblical or Classical Archaeology). The head of the relevant sub-department functions as an advisor for all inquiries. If needed, the Head of the Department is also involved.

Prior to the first year of studies the Department holds an orientation day in which the Head of the Department, together with the heads of the four sub-departments, meet with the new students, describe the program and answer questions. After the meeting the Head takes the new students on a tour of the Institute – laboratories, library, collections etc.

Counseling for students before and during the period of study is carried out by the academic secretary. A personal advisor is assigned to each student beginning M.A. studies to help in building the course list, choosing a research topic and finding a supervisor. All these staff members hold ample office hours to counsel each student individually.

For students with special needs, see below, section **3.6.5.2**.

3.4.6.2 Are counselling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity.

There is no official system for counselling and assisting graduates towards future professional careers. However, much is done on a personal basis. Many of the students employed in projects run by the Institute's researchers continue to work in these projects after graduation, and many others find employment with the Israel Antiquities Authority. Outstanding students are urged to continue their studies towards advanced degrees.

3.4.7 What are the mechanisms that deal with student complaints?

Appeals against grades are submitted on a special form to the academic secretary, who forwards it to the teacher involved and to the sub-department and department heads if necessary. All complaints are eventually forwarded to the Faculty of Humanities.

Students can pursue complaints with the curriculum committee. Complaints about sexual harassment are addressed by a special officer on the staff of the Dean of Students.

In addition, a standing departmental students' and teachers' committee meets regularly to hear students' complaints of more general nature and to make suggestions. The committee is chaired by a senior faculty member and representatives elected by the student, one for each year of the B.A. and one for the M.A.

The Dean of Students acts as the ombudsman for student complaints, handling every complaint (oral or written). The mechanism involves an interview with the complaining student and interviews with the academic or administrative staff member, or other student, to receive their response. The written decision is sent to the student making the complaint.

3.4.8 What financial assistance is provided to students with financial problems and to outstanding students?

Every student 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.

Several types of assistance are available for outstanding students at all levels. First, the University and the Dean of the Faculty have the Rector's and Dean's List of Excellence, as well as the Polonsky Prize and the Rothenstreich Fellowship for Ph.D. candidates.

In the Department of Archaeology and ANES, students who have shown exemplary achievements in their studies are eligible for a number of annual fellowships. These include the Hoffman, Fargo, Ghirshman, Carasso, Perlman, Connar and Negev Fellowships. In the last five years, an annual average of 6 doctoral students and 15 M.A. students received grants

from these funds, after a detailed review of their academic achievements by the Department's grants committee. The grants ranged between \$1000–2000 for M.A. students and \$2000–5000 for Ph.D. students.

A unique opportunity offered for advanced students is the “Ruth Amiran Fund for Archaeological Research.” This fund helps students to pursue their own independent research, usually on topics that will enhance their progress toward completing their M.A. or Ph.D. theses. In the last three years (since the establishment of this fund), grants of \$500–6000 were allocated to the most promising research proposals submitted to the Amiran Committee. The fund is also used to augment the syllabus of the Department, allocating funds for student tours abroad and “hands-on” workshops on different subjects.

3.4.9 Does the institution and/or the parent unit maintain contact with their alumni, employers, and with employment markets? Please specify the measure of integration of alumni into the labor market (especially relevant when the study program a “professional” one): 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). Relevant surveys on this matter will be most appreciated.

The Department does not maintain permanent contacts with alumni. Some, however, continue to participate in research projects conducted by the Department's teachers after graduating and many attend the Young Researchers Seminar or conferences held by the Department. As noted, many of our alumni find employment in the Israel Antiquities Authority, usually immediately after their B.A. graduation. On average, 20–30% of B.A. graduates continue their studies towards advanced degrees.

3.4.10 In summary, what are the strengths and weaknesses of the issues specified above?

The special nature of archaeological work, both in the field and in the research laboratories, is well reflected in the unique relationships between students, academic and administrative staff of the Department. Both students and staff benefit from the close, almost familial, relationships and the friendly atmosphere characterizing the Department. Students feel free to approach faculty members even beyond designated office hours, and the fact that many students are employed in the research projects of the various faculty members contributes significantly to this situation. Students at all levels of studies and of all sub-departments of

the Department feel that they receive a solid academic and professional education, and that they play an invaluable role in the research and excavation projects in which they take part.

The Department of Archaeology and ANES is indeed unique amongst the University's departments. One building holds not only the classrooms in which the students learn but also the expeditions' laboratories in which the finds are processed and studied, the conservation and the photography laboratories, the collections halls and the excellent library which attracts scholars from all over the country. The involvement in research projects and exposure to different kinds of research conducted in the building and the archaeological finds processed or kept here create a unique experience and atmosphere of learning for our students.

The financial and academic support that we can offer to advanced students' independent research projects (through the Amiran Fund) offers a unique opportunity to experience the basics of an academic career in archaeology: submission of the grant proposal, financial and academic management of the project and actual research in the field. These and other funds available to outstanding students enhance their progress to completion of their studies.

On the weak side, graduate students have stated that they wish the curriculum could be more inter-departmental and include, for example, mandatory study of ancient languages and introductory historical courses for the relevant periods.

Our main weakness in the issues discussed above is the limited opportunities available to our students when they finish their studies. Only very few will be able to join the junior teaching staff of the Department, and even fewer will have a chance to pursue an academic career after receiving their doctoral degree. Some employment opportunities outside the University are available (in the Israel Antiquities Authority and museums around Israel), but they too are rather limited. As a department, we wish we could offer our students more.

In recent years we have had a number of applications and letters of interest from students from abroad (mainly from Europe and the USA) who were interested in coming to study in the Department. Unfortunately, to date we have been unable to offer such students any form of scholarship or other financial help with the academic or living costs involved. Another obstacle has been the requirement by the Hebrew University that foreign students study Hebrew, which typically extends the period of studies. As a result of these two issues, the number of foreign students who actually finalize plans to study archaeology in our Department has remained small to negligible.

3.5 Human resources

3.5.1 Teaching staff

3.5.1.1 Describe the profile of the program's teaching staff in the format of Tables 2A through 2D.

See table beginning on next page.

A: 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)			Area of Specialization	Courses Taught by Staff Member			Additional Tasks in Institution	No. of Students Receiving Guidance	
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		2 nd Degree	3 rd Degree
First	Family	Title (Dr, Ms, Mr)							Weekly Hours	Per Cent							
Tally	Ornan	Dr	Senior Lecturer	4	75%	4	75%	Dept. of History of Art	2	25%	Ancient Near Eastern Art	2. Canaanite Metal Statuary in 2 nd Mill. BCE (43316)	1	4	-	3	2
												3. Monumental Art in North Syria in Neo-Hittite Period (43568)	1				
												4. Mesopotamian Art c. 3250–2000 BCE (43990)	1				
												5. Mesopotamian Art c. 2000–1000 BCE (43991)	1				
Anna	Belfer-Cohen	Dr	Full professor	-	-	-	-	-	-	-	Prehistory	-	-	-	Sabbatical	2	4
Orly	Goldwasser	Dr	Associate professor	-	-	7	100%	-	-	-	Egyptology	1. Elementary Classical Egyptian (Part A22150)	2	7	Direction of research project: Diachrony of classification in Egyptian (Berlin-Jerusalem)	-	-
												2. Elementary Classical Egyptian (Part B, 22151)	1				
												3. Rameside Egyptian for Beginners (22553)	1				
												4. Reading in Selected Ancient Egyptian Texts (22801)	2				
												5. Contra Polotsky (22842)	1				
Nigel	Goring-Morris	Dr	Full professor	6	100%	6	100%	-	-	-	Prehistoric Archaeology of the Near East. Specialization in Upper Palaeolithic to Neolithic, Lithic	1. Quaternary: Upper Palaeolithic and Epipaleolithic (43306)	1	6	Head of Prehistory sub-department; head of a faculty committee	3	2
												2. Flint Tools (43502)	2				
												3. The Origins of Complex Societies (43548)	1				
												4. Prehistory of Death (43790)	1				

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)			Area of Specialization	Courses Taught by Staff Member			Additional Tasks in Institution	No. of Students Receiving Guidance	
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		2 nd Degree	3 rd Degree
First	Family	Title (Dr, Ms, Mr)							Weekly Hours	Per Cent							
											Technologies and Hunter-Gatherer Adaptation.	5. Tutorial Reading for Ph.D. students (08810)	1				
Naama	Goren-Inbar	Dr	Full professor	6	100%	6	100%	-	-	-	Prehistory	1. Introduction to Prehistoric Archaeology (43171)	2	5	Member of committees	3	-
											2. Topics in Prehistory (43504)	2					
											3. Paleolithic and Neolithic Evidence of Hafting (43897)	1					
Yosef	Garfinkel	Dr	Associate Professor	6	100%	6	%100	-	-	-	Biblical Archaeology, Neolithic & Chalcolithic Periods, Archaeology of Dance	1. Intro. to Arch. Land of Israel and Levant (a) (43106)	2	5	-	3	4
											2. Early Pottery (43109)	2					
											3. Neolithic Art in the Ancient Near East (43309)	1					
Arlette	David	Dr	Lecturer	3	100%	3	100%	-	-	-	Egyptology	1. Intro. to Ancient Egyptian Art (22501)	1	3	(on sabbatical in 1st semester)	-	-
											2. Advanced Classical Egyptian (22642)	1					
											3. Legal Texts of the New Kingdom (22810)	1					
Wayne	Horowitz	Dr	Associate Professor	8	100%	4	50%	-	-	-	Assyriology	1. Astronomy & Historiography in Ancient Mesopotamia (01581)	1	9	Rothberg International School – Research Program: The Marduk School (ISF)	-	5
											2. Astronomy & Historiography: Cuneiform sources (01693)	2					
											3. Advanced Sumerian (42104)	2					

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)			Area of Specialization	Courses Taught by Staff Member			Additional Tasks in Institution	No. of Students Receiving Guidance	
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position	Weekly Hours		Per Cent	Name of Course	Weekly Hours		Total Weekly Hours for Staff member	2 nd Degree
												4. Cuneiform in Canaan (42202)	2				
												5. The Jews and Late Babylonian Civilization (42801)	1				
												6. Akkadian (second year) (42809)	1				
Zeev	Weiss	Dr	Associate Professor	4	100%	4	100%	-	-	-	Classical Archaeology, specializing in Art and Architecture of Roman and Byzantine Palestine	1. Introduction to Roman Archaeology (43156)	1	4	Head of Institute of Archaeology and Department of Archaeology and Near Eastern Studies	7	4
												2. Introduction to Greek Archaeology (43157)	1				
												3. Architecture, Art and Society in the Galilee (43776)	2				
Nathan	Wasserman	Dr	Associate Professor	8	100%	8	100%	-	-	-	Mesopotamian Literature; Akkadian Grammar; Old Babylonian History and Culture	1. Intro. to Mesopotamian Hist.: the World of Amori (42304)	2	8	Responsible for the academic regulations relevant to students	3	2
												2. Wisdom Literature - Advanced Akkadian (42497)	2				
												3. Incantations against Demons & Various Animals (42498)	2				
												4. Read. in Akkadian Epics & Myths: Gilgamesh, Erra (42848)	2				
Erella	Hovers	Dr	Associate professor	4-6	100%	4-6	100%	-	-	-	Prehistoric Archaeology	1. Quaternary: Lower and Middle Palaeolithic (43303)	1	6.5	Responsible for content of web site; member of Qedem committee	1 (co- advisor)	3
												2. Studies in Prehistoric Research (43591)	1				
												3. Instructed Reading in Prehistoric Archaeology (43779)	-				
												4. The Beginnings of Material Culture in Oldowan (43791)	1				
												5. Archaeological Theory (43851)	0.5				

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)			Area of Specialization	Courses Taught by Staff Member			Additional Tasks in Institution	No. of Students Receiving Guidance				
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		2 nd Degree	3 rd Degree			
First	Family	Title (Dr, Ms, Mr)							Weekly Hours	Per Cent										
												6. Topics in Prehistory (43927)	2							
												7. Scientific Writing in Prehistory (43942)	1							
Amihai	Mazar	Dr	Full professor	3.5	100%	3.5	100%	-	-	-	Biblical Archaeology	1. Archae. between Humanities, Soc. Scie. & Sciences (43001)	1	3.5 (On sabbatical in 2 nd semester)	-	-	-			
												2. Intro. Arch. Land of Israel and Levant: Iron Age (43414)	1.5							
												3. The "Sea Peoples" in Archaeological Research (43703)	1							
Joseph	Patrich	Prof.	Full professor	2	100%	2	100%	-	-	-	-	1. Archaeology and History of the Nabataeans and their Culture (43526)	2	4 (this year at IAS)	Chair of computerization committee in Humanities	3	1			
Sharon	Zuckerman	Dr	Senior Lecturer	6	100%	-	-	-	-	-	Archaeology of the Bronze Age; Eastern Mediterranean in the 3 rd -2 nd Millennium BCE Archaeology of Cult and Ritual	1. Introduction to the Archaeology of Israel and the Ancient Near East (1) (43106)	2	7	-	2	-			
												2. Ancient Pottery (43109)	1							
												3. City and Village in the Bronze Age (43564)	2							
												4. Household Archaeology: Theories and Case-Studies (43905)	2							
Ilan	Sharon	Dr	Senior Lecturer	6	100%	6	100%	-	-	-	Biblical Archaeology	1. Intro. to Historical Geography and Spatial Arch. (43201)	1	6	-	3	4			
												2. Intro. to Archaeology and Auxiliary Studies (43491)	1.5							
												3. Topics in Biblical Arch.: the Phoenician World (43509)	2							
												4. Stratigraphical Analysis (43822)	1							
												5. Archaeological Theory (43851)	.5							

B: Junior 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)			Area of Specialization	Courses Taught by Staff Member			Additional Tasks in Institution
First	Family	Title		Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member	
									Weekly Hours	Per Cent					
Uzi	Leibner	Dr	Lecturer	6	100%	-	-	-	-	-	Classical Archaeology	1. Intro. to Byzantine Archaeology (43107)	1	6	Head of Classical Archaeology sub-department
												2. Intro. to Hellen.-Byz. Arch. of Land of Israel (43511)	2		
												3. Production & Commerce in Israel in the Rom. & Byz. Periods (43561)	1		
												4. Intro. to Arch. of Israel in Late Roman Period (43512)	1		
												5. Approaches to Archaeological Field Survey	1		
Katia	Cytryn-Silverman	Dr	Lecturer	3	50%	-	-	Dept. of Islamic and Middle Eastern Studies	3	50%	Archaeology of the Bronze Age; Eastern Mediterranean in the 3 rd -2 nd Millennium BCE; Archaeology of Cult and Ritual	1. The Architecture of the Mosque (38146)	2	6	Students-Teachers Committee
												2. Roads, Inns and Commercial Architecture (35809)	1		
												3. Intro. to Islamic Archaeology in Land of Israel (43108)	1		
												4. Intro. to Arch. of Islamic Countries (43112)	1		
												5. Pottery from the Islamic Period (43477)	1		
Rivka	Rabinovitch	Dr	Lecturer	2	33%	-	-	Institute of Earth Sciences, National Natural History Collections	6	66%	Archaeozoology	1. Introduction to Archaeozoology (43583)	1	2	-
												2. Microscopic Taphonomy (43625)	1		

C: Adjunct Teaching Staff - Senior

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses Taught by Teacher	Additional Tasks in Institution
First	Family	Academic degree					
Nira	Alperson-Afil	Dr	Adjunct Lecturer	1 ¹	Prehistoric Archaeology	Exercise: Introduction to Prehistoric Archaeology	-
Omry	Barzilai	Dr	Adjunct Lecturer	2	Prehistory	Time, Space and Social Complexity in the PPNB	-
Rachel	Barkai	Dr	Adjunct Lecturer	2	Numismatics	Introduction to Numismatics and Jewish Coins	-
Uri	Gabbay	Dr	Research Fellow	2	Assyriology	Akkadian Myth, Cult Images and Temples in Ritual Texts	Scholion (full time)
Leore	Grosman	Dr	Adjunct Lecturer	2	Prehistoric Archaeology	Issues in Archaeological Science	-
Li-Hi	Habas	Dr	Adjunct Lecturer	2	Ancient, Classical, Roman and Byzantine Eras. Architecture, Mosaics, Furnishings and Ceremonial objects in the Byzantine Empire	Death and Perpetuation in the Classical World	-
Orit	Peleg-Barkat	Dr	Adjunct Lecturer	2	Hellenistic and Roman Art and Architectural Decoration, Second Temple Period, Gems	Classical Architectural Decoration (43420), Classical Art and Architecture: The Roman Period (43427)	-
Nava	Panitz-Cohen	Dr	Adjunct Lecturer	1-3	Pottery Typology and Technology, Bronze and Iron Ages	Ancient Ceramics - On Pots and People	-
Daphna	Zuckerman	Dr	Adjunct Lecturer	1/16	Ancient Pottery, Traditional Potters, Archaeology Education	Pots and People	-
Guy	Stiebel	Dr	Adjunct Lecturer	1	Classical Archaeology; Material Culture; Military Archaeology and history of the Hellenistic, Roman and Byzantine periods	Introduction to the Architecture and Art of the Classical-Byzantine World – The Roman Period	-
Rachel	Shalomi-Hen	Dr	Adjunct Lecturer	4	Egyptology	The Egyptian Tomb as a Reflection of Life, The Gods of Egypt	-
Ruth	Jackson-Tal	Dr	Adjunct Lecturer	2	Ancient Glass	Ancient Glass A	-

¹ Course given jointly with Ms. Ravid Ekshtain (Junior Teaching Fellow, see below).

D: Adjunct Teaching Staff - Junior

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses Taught by Teacher	Additional Tasks in Institution
First	Family	Academic degree					
Avner	Ecker	B.A.	Teaching Assistant	0.5	Roman Archaeology; Epigraphy	Introduction to Roman Archaeology	Junior researchers' seminar – member of organizing staff.
Ravid	Ekshtain	M.A.	Teaching Fellow	1 ¹	Prehistory	Exercise Introduction to Prehistoric Archaeology	-
Beni	Arubas	M.A.	Teaching Assistant	4	Classical Archaeology and Architecture	Introduction to Archaeology and Auxiliary Studies	-
Malka	Hershkowitz	M.A.	Teaching Fellow	0.5	Hellenistic and Roman Pottery	Hellenistic and Roman Pottery	Pottery advisor
Elnathan	Weisert	B.A.	Teaching Assistant	8	Assyriology	Elementary Akkadian	Rothberg International School
Naama	Vilozny	M.A.	Teaching Fellow	1/8	Classic and Byzantine Art	Greek Archaeology	-
Avshalom	Karasik	M.A.	Teaching Fellow	8/1	Biblical Archaeology Computerized Methods	Intro. to the Archaeology of Israel and the Near East	Computerized Archaeological Laboratory
Shraga	Assif	M.A.	Teaching Fellow	12	Syriac	Syriac: Language and Texts, Advanced Syriac (Beginners)	-
Yael	Rotem	M.A.	Teaching Fellow	0.5	The Early Bronze Age	Introduction to the Archaeology of the Land of Israel and the Levant in the Iron Age – Guidance	-

¹ Course given jointly with Ms. Nira Alperson-Afil (Senior Teaching Fellow, see above).

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

As mentioned above, the Department comprises four sub-departments:

1. Prehistoric Archaeology (from humans' first appearance to the Neolithic period, ca. 2,500,000–6000 BCE): four faculty members.
2. Biblical Archaeology (the Chalcolithic, Bronze and Iron Ages, ca. 6000–500 BCE): five faculty members (one retires in October 2010).
3. Classical Archaeology (the Hellenistic, Roman and Byzantine periods, ca. 500 BCE to 7th century CE): three faculty members.
- 3a. Islamic Archaeology (7th century to premodern times): one faculty member.
4. ANES – see detailed discussion below.

Each sub-department covers a large range of topics and periods. Although each faculty member specializes in a certain field of knowledge, there is enough flexibility among the staff to give all introductory courses or advanced seminars. In addition, a tenure-track archaeozoologist holds a partial position (33%) in the Department. The Department provides additional courses in various topics, as described in section 3.2. Due to lack of manpower, these courses are taught by adjunct teachers at various levels.

The Hebrew University is the main center for the teaching of ancient Near Eastern studies in Israel, recognized as one of the major teaching centers in the world for both Assyriology and Egyptology. The sub-department of ANES includes both senior and junior faculty members numbering 3.5 academic positions, with 2.5 tenured positions and one junior position. In addition, there is a faculty member on the parallel non-research track (half-time position) teaching ancient Semitic languages. In Assyriology there are 1.5 tenured positions at the level of associate professor, the complementing half position being in the Rothberg International School, where the Department of Archaeology shares supervision of an M.A. program in “Bible and the Ancient Near East” with a number of other departments in the Faculty of Humanities. Within Assyriology, one full position is dedicated to Akkadian, with half a position divided between Sumerian and Akkadian. In Egyptology there are two positions, one at the rank of associate professor (tenured) and one of a tenure-track lecturer.

A number of courses are taught by junior staff members working on a part-time basis. In Assyriology there is one research fellow and one adjunct teacher, while in Egyptology there is one adjunct teacher in a half-time position. All of these, with the exception of the adjunct teacher in Assyriology, hold Ph.D. degrees.

Due to lack of manpower, particularly in Sumerian, the section is struggling to maintain its standard as an internationally recognized center of excellence for the study of the ancient Near East and there are core areas of Egyptology for which there is no teacher. In both cases, senior staff members who have retired have not been replaced.

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?

Overall, most of the Archaeology staff members conduct archaeological research, comprising both fieldwork and study of the retrieved material. There are also staff members who specialize in particular aspects of the material culture, for example, artistic manifestations, or specific domains of research, such as numismatics or archaeozoology.

The staff members of the ANES sub-department are actively engaged in research in their areas of specialization. Teaching in this sub-department requires specific training in language and script. All teachers must be proficient in one or more of the languages taught in the section and able to read the appropriate writing system, i.e., hieroglyphics or hieratic for Egyptology and cuneiform for Assyriology. Senior faculty members are also responsible for the development of a sub-area of study within his or her specialty, for example categorization of the hieroglyphic script and the study of early astronomy.

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

There is no special method used by the Department to ensure that staff members are updated. However, there are several ways in which the level of research and scope of knowledge of each faculty member are promoted. Staff members travel to international meetings, sabbaticals, give lectures, and organize workshops or join in study groups at the Institute for Advanced Studies of the Hebrew University or abroad. In addition, all members of the faculty are obliged to pursue research and expected to seek funding for ongoing research projects. Continuing high-level research is a precondition for promotion and tenure.

In addition, both senior and junior staff are expected to keep up with the current academic literature in their fields, and to maintain high professional standards.

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?

The Head of the Department is chosen by the tenured staff of the Department for a three-year term (the nomination has to be approved by the Dean). Each sub-department has a head, chosen by the staff of the sub-department for three years. Overall, the staff is satisfied with these procedures, as they ensure an adequate turnover and contribution to the administration of the Department by most of the staff members, according to the will of the staff as a whole.

New appointments and promotions are made by the Dean of Humanities and the standing committee of the Faculty and not internally by the Department, though it is involved in the process. This system of granting appointments by the Faculty provides the sub-departments with little opportunity to implement their own agenda for development and future expansion.

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?

The definition is “Head of the Institute of Archaeology and the Department of Archaeology and ANES.” Before the unification of the Departments of Archaeology and ANES, the latter had its own Head of Department, normally at the rank of associate or full professor. Today most of his duties are performed by the head of the ANES sub-department within the larger framework.

The Head of the Department is responsible for the study program and runs the departmental meetings and other committees. He/she is also responsible to the various collections of the Institute of Archaeology, signs archaeological excavation permits, represents the Department within the University and maintains connections with other archaeological institutions in the country (e.g., the IAA). There are no special qualifications for this position, apart from the minimum rank of senior lecturer and the ability to manage the Department/Institute efficiently.

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?

The Hebrew University defines full-time academic positions as follows:

Academic track: 8–6 hours per week of teaching, plus administrative duties and research.

Parallel track: 16 hours per week of teaching.

Junior non-tenured staff: hourly basis.

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?

All tenured members serve as academic advisors for B.A., M.A. and Ph.D. students. In addition, all are expected to supervise M.A. theses, while faculty members of the rank of senior lecturer and above are expected to supervise Ph.D. theses. B.A. students are assigned advisors in accordance with their area of interest. For M.A. and Ph.D. studies, the faculty member who is supervising the student's thesis is naturally the student's advisor as well. Students choose their advisors on the basis of their research fields and interests.

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?

The Department's policy is to retain 3–4 staff members in each sub-department to teach the particular topics relevant to each domain. In the future, it will be necessary to recruit two staff members (one each in Classical and Biblical Archaeology) in the near future and an additional two in Prehistoric Archaeology in the years to follow. In addition, we would like to have faculty members specializing in topics related to all three sub-departments, e.g., archaeobotany, epigraphy and numismatics. Unfortunately, as stated above, the policy of recruitment is governed by the Faculty of Humanities rather than by the Department itself and there is a constant process of negotiation between the sub-departments/Department and the Faculty at large.

The main weaknesses of the ANES sub-department stem from the shortage of manpower which prevents the sub-department from maintaining a full set of courses, particularly in the case of Sumerian (a full professor of Sumerology who retired was not replaced) and in Egyptology (we cannot offer Coptic, which is essential for the study of Egyptian languages

and religion). An appointment is also long overdue in the area of Ugaritic in Ancient Semitic Languages, but this appointment could be made elsewhere in the University.

3.5.2 Technical and administrative staff

Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?

The Department of Archaeology and ANES is unique within the Faculty of Humanities in that it operates within the larger framework of the Institute of Archaeology. The main research activity of the Institute derives from its fieldwork, a fact that demands facilities that are more characteristic of the Natural Sciences. Excavation and processing of the finds requires substantial logistics, interdisciplinary cooperation, laboratory work and special technical and computation services.

The technical and administrative staff members of the Institute are as follows:

1. Administrative director (position held until October 2009 by Benjamin Sekay)

Until the administrative reorganization of the Faculty of Humanities in 2009, the Institute of Archaeology had a full-time administrative director. The holder of this position was in charge of all the Institute's non-academic matters, e.g. personnel, budgets, infrastructure, maintenance, support of researchers, computation and technical equipment, purchases, and all the technical and logistical issues connected with teaching, such as audiovisual equipment. The administrative director dealt with numerous issues and served researchers, teachers, students and technical/administrative staff. Because of the character and extent of the Institute's activity (fieldwork, external activities, laboratories, personnel issues for around 80 people and numerous budgets), the administrative director was supported by a full-time administrative assistant.

Under the recent administrative reform led by the Faculty of Humanities, both of these positions were canceled and the activities of the Institute and Department of Archaeology and the ANES were separated. The Department of Archaeology and ANES joined the newly founded "Cluster of Arts," which also includes the Departments of Musicology, Theater and History of Art. Responsibility for the Institute was transferred to a half-time secretary of junior grade (as specified when we sought a candidate for the position). Issues relating to the

Department are now under the care of the new director of the “Cluster of Arts” (Benny Sekay, formerly the Institute’s administrative director) and the academic secretary of the Department of Archaeology and ANES. Some of the services supplied in the past by the director, the administrative assistant and the academic secretary (such as research budgets and examinations) have been transferred to the central responsibility of the Faculty.

This process is still too fresh for us to express a final opinion on its implications, but for an institute like ours, which differs radically in its nature from any other unit in the Faculty, such a change can only be damaging. The special character of our institute dictates different solutions from those given across the board to the Faculty of Humanities. To summarize:

- We run four laboratories and our computational and equipment needs are greater than those of other departments in the Faculty of Humanities.
- None of our classes can be given without audiovisual aids.
- We conduct extensive fieldwork and our teaching is accompanied by many field schools and trips (sometimes abroad).
- Because of the interdisciplinary nature of our work, we have extensive connections with other institutions (e.g. Israel Antiquities Authority, National Parks Authority, other laboratories).
- We mount and circulate exhibitions based on our excavated material and collections.

The Institute contains many of the facilities that the teachers and researchers need to do their work, and we believe that the Faculty’s policy of centralization is inappropriate to our needs. The range of our activity dictates treatment that is much more varied and complex in terms of manpower and budgets. We have no doubt that the Institute needs a full-time director and will not be able to function successfully with the use of centralized services supplied by the Faculty.

The problem has not yet made itself fully felt, since the former administrative director, although the definition of his position has changed, is in practice still acting in his former role. We are very concerned about our future operation when this arrangement comes to an end. It is obvious that we cannot continue to improvise and we need a structured solution.

2. Institute secretary (half-time position, currently held by Smadar Pustilnik)

The duties of the Institute secretary are those of office management, such as:

- Dealing with financial issues: main budget, special budgets, dedicated funds for various purposes.
- Purchasing equipment for the Institute's labs and research activities.
- Making payments to suppliers of goods and services, field schools, study trips, etc.
- Payment of scholarships to students.
- Manpower issues such as appointments and termination of employment, employees' time cards, students' employment, etc.
- Assisting the Head of the Institute and supplying the administrative needs of the Institute.
- Supporting and advising the various staff members of the Institute.
- Daily administration such as dealing with mail.
- Assisting in the organization of conferences.

Until March 30th, 2010, this was a full-time position, the holder of which has now retired.

As a result of the Faculty's administrative reorganization, the position was reduced to half time. As with the academic secretary, the Faculty has offered centralized services, but it is too early to determine their effectiveness. We consider that this key post, essential for the smooth and professional running of the complex activities of the Institute, should be a full-time one.

3. Academic secretary (full-time position, currently held by Orna Avidar)

The duties of the academic secretary include:

- Working with holders of academic positions such as the Head of the Department and the B.A. and M.A. advisors.
- Working with holders of administrative positions such as the Faculty's academic coordinator.
- Preparing the study program, supporting students' registration for courses online and in the office.
- Receiving students during office hours.

- Setting up the examination schedule, obtaining examination questionnaires from teachers, arranging invigilators, etc.
- Administering student grades (receiving lists of grades, reporting grades in the computerized system, dealing with appeals), assessing remaining academic obligations, and approving the completion of degrees.
- Setting up the schedule of study trips and excavations, registering students for them.
- Dealing with scholarships and prizes.
- Organizing ceremonies and special events.

Until 2009, the academic secretary was supported by a full-time assistant, who has now been transferred to a different position as a result of the administrative reorganization of the Faculty of Humanities. The Academic Secretary of the Institute was originally destined to join her colleagues in the central building of the Faculty and serve all the students of the “Cluster of Arts” (the Departments of Archaeology, Musicology, Theater and History of Art). After much debate, it was decided that the Institute’s Academic Secretary would stay in the building for the present.

In its previous format, the Academic Secretariat of the Department was well known for the high quality of its service, consistently receiving excellent scores in the student assessments and being awarded the prize for outstanding employees several times. Obviously, in the present constellation it will be impossible to continue to provide service of such high quality.

4. Curator-in-charge of the Collections of the Institute of Archaeology (near full-time temporary position currently held by Daphna Tsoran)

The Collections were established in the early days of the Hebrew University, with the founding in 1936 of the Museum for Jewish Antiquities by Prof. E. L. Sukenik. The core of the collections (about 30,000 objects) consists of private collections bequeathed to the Hebrew University. In addition, thousands of artifacts have been acquired as a result of the Institute’s excavations throughout the country. The catalog of the collections is currently undergoing digitization.

The collections, which include stone tools, pottery vessels, glassware, ancient weapons, cuneiform clay tablets, Hebrew seals, jewelry, coins, and an extensive ethnographic

collection, fulfill both research and teaching functions. Many classes on particular categories of artifacts (e.g., pottery, stone tools) take place within one of the two collections halls, and objects are available by appointment to the Institute's students, enabling them to achieve "hands-on" familiarity with ancient artifacts.

In addition, nine exhibitions presenting artifacts from the collections have been mounted during the last twenty years, some of which were shown in several venues in Israel and abroad. The curator is responsible for this complex process: devising the theme of each exhibition, choosing the objects, overseeing the design, and writing the texts. Many of the exhibitions were first displayed in the exhibition hall of the Institute or the Max and Iris Stern Gallery on the Mt. Scopus campus. Several have traveled as circulating exhibitions to numerous prestigious museums and institutions abroad, generating much interest and esteem.

In 2002, the previous curator retired and her position was canceled. Since the Institute regards the operation of the collections as being of the highest importance, it was decided to appoint Ms. Daphna Tsoran, who had previously served as assistant curator, as curator-in-charge and finance her position from the income generated by the circulating exhibitions. In addition, two part-time student assistants are employed in the caring for the Collections.

It is fortunate that the success of our exhibitions has enabled us to fund the operation of the Collections, since the University has so far not been convinced of the importance of this activity. Recently, the University has acknowledged the need to upgrade the infrastructure of the main collections hall and has included it among its fund-raising projects. We hope that this project will bear fruit, since the University is otherwise unable to support the Collections.

Ms. Tsoran holds a B.A. degree in Archaeology and History of Art from the Hebrew University.

5. Head of the conservation laboratory (full-time position, currently held by Miriam Lavi)

The overall aim of the archaeological conservator is to retrieve maximal information from objects discovered in archaeological excavations while maintaining their integrity.

The Institute's conservation laboratory, first established during the 1970s, was relocated and enlarged in 1999 and state-of-the-art equipment was added, making it the leading facility of its kind in Israel. Technological advances demand the constant acquisition of further equipment. The conservation laboratory serves the archaeological projects of the Institute of

Archaeology, other universities and private institutions, as well as providing consultation and conservation services for the Hebrew University's art collection.

The main activities of the laboratory are:

- Instruction and advice to excavators with regard to safe excavation and packing of fragile archaeological objects discovered in the field.
- Field conservation.
- Stabilization of excavated objects in optimal climatic conditions before, during and after treatment in the laboratory.
- Conservation treatment of objects in the laboratory by mechanical and/or chemical means. The aim is to preserve as much as possible of the original material, shape, function and signs of use while slowing the object's rate of deterioration. Non-invasive and reversible processes are preferred wherever possible.
- Creation of individual transparent packaging to make the objects accessible to the researcher while maintaining their stability.
- Introductory lectures and tours of the laboratory for students as part of general courses.

The conservation laboratory creates income by charging researchers for its services, thus covering the laboratory's daily running expenses. Because of the burden of work, the laboratory also employs a part-time student assistant.

Ms. Lavi holds a B.A. in Archaeology and History of Art, the SPC Certificate ICCROM Rome (1988), the Conservation of Stone Certificate UNESCO Venice (1991), and the University College of London Certificate in Conservation (with distinction, 1996).

6. Head of the photography unit (full-time position, currently held by Gabi Laron)

Excavation of archaeological sites is essentially a destructive process. In order to expose successive layers, the previous layers must be dismantled, effectively ceasing to exist. Together with measurements made in the field, plans and sections, the taking of abundant photographs is an essential part of documenting the ever-changing face of the site.

The Photography Unit provides an essential service to the Institute of Archaeology, supplying digital photographic recording of excavations, studio photography of objects, high-resolution scanning and computerized image processing.

The high-quality products provided by the Photography Unit are highly esteemed by archaeologists from the Institute and other institutions and appear in a wide variety of publications of the Institute and elsewhere. We are frequently asked for permission to reproduce these photographs.

Mr. Laron is often requested by the Faculty or the Division of Development and Public Relations to serve as photographer at University ceremonies and other events.

The Photography Unit stores a large and unique archive of negatives documenting past projects of the Institute of Archaeology, and our plan is to digitize this archive. Technical advances in the field of digital photography oblige us to update the equipment with increasing frequency in order to create the best possible product.

The photography laboratory generates income by charging researchers for its services, thus covering the laboratory's daily running expenses.

Mr. Laron is a professional photographer who studied photography at local institutions and attended a program at the Institute of Archaeology of the University of London. He was appointed head of the Institute's Photography Unit after many years' experience in Israel Television and at the Hebrew University's School of Medicine.

7. Graphic Documentation Coordinator (half-time position, currently held by Ruhama Bonfil)

The Graphic Documentation Unit is responsible for:

- Assisting excavators in laying out excavation grids.
- Production of detailed plans and sections for publication in two categories:
 - Hand-drawn material produced in the past: this is reviewed, adjusted and improved, and in some cases digitized.
 - Currently produced material: hand-drawn sketches made in the field are integrated with laser measurements made in the field by the Total Station system, resulting in accurate and flexible digital plans and sections.
- Production of complex plans and diagrams using GIS (Geographic Information Systems). This system performs spatial data analysis and is

capable of combining graphic data such as plans with other data such as the find spots of particular classes of finds.

- Production of other illustrations, such as maps, for publication.
- Advice and assistance to graduate students on the graphic aspect of their theses.
- Production of the large-format posters that illustrate the Institute's projects both "in-house" and at conferences throughout the world.

During excavation, archaeologists expose and irrevocably destroy the environments in which people lived in the past. Our ability to reconstruct the complex history of a site is entirely dependent on accurate three-dimensional documentation during and after excavation. In the past, measurements were made with the use of theodolites and tape measures, and plans and sections were drawn by hand. New technologies enable more accurate measurements and the integration of different kinds of data, but present challenges in the purchase of new equipment and the acquisition of new skills.

A GPS measuring system would be a most valuable addition but is at present beyond our budgetary means. Its operation in the field is quick and accurate and provides abundant digital data, representing great savings in manpower hours. The digital data that it supplies are friendly to other computer applications and environments. It is a basic tool of modern archaeology but requires trained and experienced personnel to operate it.

As new digital equipment becomes increasingly widespread and affordable, it is becoming standard for field documentation to be carried out with the aid of digital applications operated by trained staff like Ms. Bonfil. It is obvious that a single half-time position is gravely inadequate for the needs of modern archaeology.

Ms. Bonfil holds an M.A. degree from the Institute of Archaeology and has extensive field experience as a surveyor and excavator in numerous excavations. A list of her publications is given at the end of the "Personal Reports" appendix.

8. Publications editor (full-time position, currently held by Susan Gorodetsky)

The Institute publishes the Qedem monograph series, a series of reports on the Institute's excavations and their finds. Qedem is published in English and appears in two formats: Qedem and Qedem Reports. Altogether 57 volumes have been published in the series since

1975. The series has an international reputation for its high production values and academic quality.

Eleven volumes have been published in the last five years, and a further two are scheduled to appear by the end of 2010.

The monographs are edited and produced in a complex process that involves reception and refereeing of manuscripts, academic and style editing of texts while coordinating between numerous authors of each volume, supervision of graphic processing and page layout, proofreading, and overseeing of printing. In addition, the editor provides members of the Institute with advice and assistance with English texts of all kinds, as time allows.

Ms. Gorodetsky holds a B.A. degree in History from Oxford University and subsequently worked as an editor for Penguin Books. On immigrating to Israel she took extensive supplementary courses in archaeology at the Institute and participated in several excavations.

9. Illustrators of finds (two half-time positions, currently held by Sara Halbreich and Mika Sarig)

In the pre-digital era, the drawing of finds was an essential part of the publication process, illustrating different aspects of finds that are not immediately obvious from photographs. Our highly talented and experienced illustrators are able to reconstruct the original form of a vessel from fragmentary potsherds and to complete decorative patterns of which only fragments remain. We believe that in the future digital equipment will be increasingly integrated in this work.

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

Points of strength:

- We are the oldest department of archaeology in Israel (founded in 1934), which laid the foundations for the discipline of archaeological research in Israel.
- The Institute and Department of Archaeology are one and the same (unlike other institutes), dealing with a single discipline.
- The interdisciplinary nature of our research fosters connections with the scientific community of the Hebrew University and other institutions in Israel and abroad.

- Our technical/professional staff members are focused on their particular fields, highly qualified, professional and experienced, and are constantly improving and augmenting their skills.
- Because, among other reasons, of its geographical isolation on the campus, its excavations and its study trips, the Institute enjoys an intimate ambiance.
- The nature of archaeological research dictates work in groups and convivial relations prevail among its students and teaching and administrative staff.
- Our activities and our exhibitions, as displayed within the University and abroad, are attractive to the general public and provide a showcase for the University.
- We are fortunate to have a library devoted to our discipline located in our building.

Points of weakness:

- The policy of centralization applied by the University authorities makes it difficult for us to maintain the unique and individual character of the Institute, which we strongly support. This policy is diametrically opposed to the recommendations of the Gager Report that clearly indicated that the Institute of Archaeology, which is recognized internationally, should be left in its original format.
- We are suffering from decreasing financial support from the University authorities in the spheres of administration, teaching and research.
- As part of a public university that is subject to the employment regulations for state employees, we suffer from a lack of flexibility in matters of finance and personnel.
- The recent organizational changes imposed by the Faculty have meant that our secretariat is frequently left unmanned, hampering the Institute's smooth running.

3.6 Infrastructure

3.6.1 Administration

3.6.1.1 What is the physical location of the unit in the institution, in which building is it located, and where does the study program under evaluation operate? Do other study programs share the building?

The Institute and Department of Archaeology and ANES are located in a separate building on the Mt Scopus campus. It was founded in 1934 and a new wing was attached to it in the 1970s, a fact that has resulted in numerous maintenance problems: no substantive renovations (e.g. windows, electricity, plumbing, heating, etc.) have been conducted in the original wing since it was first opened following the 1967 re-unification. All of the Institute's activity (teaching and research) takes place within this building. Part of the enormous quantities of artifacts from excavations that have accumulated over the years is stored in various additional storerooms scattered over the campus. No other study program regularly shares the building, but we occasionally assist others by letting them use our facilities.

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

The entire academic staff of the Institute is served by 18 rooms, and the technical and administrative staff by 9 rooms. Each of the rooms contains a desk, chairs and bookshelves (often old and well-used), and usually a desktop computer. There is a telephone and network connection in every room. Apart from the laboratories and library, there is no air-conditioning anywhere in the building.

The special character of our Institute has an enormous effect on our infrastructure. Not only do we suffer from a fundamental lack of space to provide accommodation for currently new employed faculty members, but our retired researchers, because of their ongoing fieldwork and research, continue to occupy their working and research areas – not only office space but also vast areas for research and storage space. As an example, one particular pensioner not only not has completed his previous projects, but has been lucky enough to uncover new and spectacular finds that demand immediate and intensive treatment. The scale of the problem is so large that that we are running out of improvised solutions.

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 equipment can be found in each room /classroom/auditorium (including reference to the possibility of using personal laptop computers on campus).

The Institute has three dedicated classrooms, all of them “smart classrooms” fully equipped with audiovisual equipment. The two smaller classrooms contain about 30 seats. The large classroom, with 80 seats, is also used for conferences and guest lectures, and for larger gatherings we make use of various auditoria on the campus. None of the classrooms is air-conditioned. We also use our two collections halls (not equipped with audiovisual equipment) for the teaching of some subjects; it goes without saying that this enables our students to acquire first-hand and direct knowledge of ancient artifacts. In the library one seminar room is at our disposal.

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.

As noted above, our larger classroom serves for conferences, and for larger gatherings we use facilities around the campus. In general, we do not need any facilities other than those in our building. The Institute conducts teaching activity of two key types outside the campus: study trips and field schools. The study trips (around 35 per year) take in numerous archaeological sites around the country. Students participate in a field school for three weeks at the end of their first academic year. They are given a choice between two of our archaeological expeditions and receive instruction in active excavation. Occasionally, when financial constraints permit, we conduct subsidized study trips to neighboring countries.

3.6.2.3 Storage facilities

The nature of our activities demands extensive storage facilities, the need for which is growing constantly. Our research materials take up a great deal of space and need to be spread out for study. Needless to say, the pace at which the material arrives from the field is much greater than the pace at which it leaves the Institute (to be transferred to the Israel Antiquities Authority) after a long period of research. As noted above, our pensioners

continue their fieldwork and in their place we acquire new researchers who conduct their own fieldwork. Our storage facilities are grossly inadequate for our needs.

3.6.3 Computerization

3.6.3.1 Please specify the institutional and unit computer layout, and how it serves the parent unit and the study program.

The University provides basic computer infrastructure by means of its Computation Authority (CA). The CA provides networks (wired and wireless) that cover every building in the campus; internet/email access for all researchers, students and administrative staff; central computational/data storage/backup ability (mainly by way of internet servers) and technical support. It does not (with some exceptions listed below) provide specific software, software support, programming or end-user-hardware.

A. Academic Computing:

While the Institute is quite a moderate user of research IT by cross-University standards, it is a heavy (perhaps the heaviest) customer for computational resources within the Faculty of Humanities. Literally millions of individual data items are routinely found on archaeological excavations, and most of our research projects use several workstations to keep track of and manipulate them. Several projects and units have additional, specific, computing needs, listed below. General implementations include:

Databases: Nearly all the Institute's researchers maintain electronic databases, usually using off-the-shelf single-user products (e.g., MS Access, Filemaker etc.) and occasionally web-based multi-user DBMSs. The latter are maintained on CA servers (at cost). The CA supports several standard DBMS platforms (MySQL, MS-SQLServer etc.) There are no database structure standards (or meta-standards) at either national or institutional level in Israel at the present time, nor any central archival system for archaeology. Electronic data is maintained (or not...) by the exclusive responsibility of its owner/gatherer.

Statistics: Several standard statistical packages are available at reduced prices either in the CA's "microshop" (e.g., SPSS, JMP) or on the University networks. Other researchers use specialty packages (e.g., "OxCal" for modeling dating data, "PAST" for palaeontological statistics).

GIS: The Hebrew University has a GIS center that maintains software (of the ArcGIS family) and shared data coverages for Israel and the world, as well as labs with workstations

and dedicated equipment (large digitizing tablets, plotters, etc.). Individual researchers and units may join the center – for a fee – and either use its facilities or download software and coverages to their own computers.

CAD: The Institute is almost the exclusive user of CAD software in the University (since it does not have a School of Architecture or Mechanical/Civil engineering). The Institute purchased a multi-user-license for AutoCAD and individual licenses are given to researchers or their draftsmen as needed.

Graphics: Archaeological presentation and publication also requires a high level of competence in manual and computerized graphics. While the Institute does provide some facilities for manual and computerized artifact drawing and photography, the post-processing (e.g., arranging artifact plates) is up to the individual researcher. Standard graphics packages (Adobe, Corel) are purchased and used by individual researchers or their staff. The Institute has one high-quality large-format printer, which is available for the printing of graphics.

B. Administration:

The technical and administrative staff have computer stations and authorization to use various university systems and programs in accordance with their needs. Increasingly, administrative software systems are migrating to the web and are being made directly available to their [on-line] clients. Thus academic staff can use the computer system to carry out various budgetary actions, students register for classes and find out their grades, etc. – without the need to go through a [human] administrator.

C. Students:

Students have access to University computing resources (using their own laptops) through the campus-wide student LAN network (with 10T/wireless connection), as well as computer labs located in various places on campus. The Institute has a small computer lab with 4 computer stations within the Archaeology Library, connected to the student network. One of these is also connected to the GIS system (see above). Students can also access the special services offered by the Institute's units (see below).

Classes involving the use of digital resources and software in archaeology are occasionally given, usually at the M.A. level. For courses where “in-class” computer interaction is necessary, classes may be reserved on the campus “computer farm.”

D. Special systems maintained by the Institute:

The following are special archaeological digital resources developed and maintained within the Institute by its researchers and/or administrative staff, which are available for the use of the Institute's researchers, students, and the archaeology community at large.

The Computational Archaeology Laboratory: A research group sponsored jointly by the Institute, the Weizmann Institute of Science, and Haifa University's Zinman Institute of Archaeology is pioneering the field of computational artifact analysis (mathematical shape analysis) in archaeology.

In 2010 the group's main laboratory "migrated" from the Weizmann Institute to the Institute of Archaeology, this move marking its debut as a service laboratory (mainly in the fields of 3D data-capture and the production of standard archaeological artifact-drawings from such).

This production will go hand-in-hand with continued research and development into topics such as automatic shape identification, shape classification (typology) and the digital quantification of formal attributes – mainly for archaeology, but also for other humanistic disciplines (e.g., handwriting identifications on ancient manuscripts) and the academic community in general.

The main items of special equipment at the lab are three 3D scanners with associated specialty software and hardware. The computing needs of this lab include high-power workstations for number-crunching and specialized in-house mathematics software, mainly developed on MATLAB infrastructure (the latter available on the University network).

Scanning services at the lab (mainly consisting of the salaries for the Institute students who operate the system) are given to Institute researchers at cost price. Special dispensations are made for students who wish to use the laboratory for their own research projects.

Archival and digital image databases: The Institute maintains several collections for the use of its teachers, students and researchers. These have undergone digital cataloging (to various degrees), either independently by the Institute or as a part of University-wide attempts to digitize its archives.

Following the work of a Humanities "Archives Committee" that mapped the needs of various archives holding images, the University engaged the services of "ArtLID" Inc., a software house specializing in digital collection management. The ArtLID software provides

a common web platform for catalogues of various formats relating to collections of objects, images, etc. These catalogues are available to various communities according to limitations that can be imposed on the system to comply with copyright and intellectual property laws.

Of the Institute's archives one (the *Slide Archive*) had already been fully scanned and partly cataloged at the time of the initial "Artlid" contract. It was one of the first archives to be successfully transferred to the new system. It remains, however, only about one third catalogued. Following the retirement of the single (part-time) slide librarian and the freezing of the position, cataloguing is currently stalled.

Another ArtLid-based archive kept at the Institute is the "*Sources of Early Akkadian Literature*" project, run by Prof. N. Wasserman with his colleague Prof. M. P. Streck of Leipzig University (and financed by GIF). The idea is to publish all literary texts in Akkadian from the third to the mid-second millennia BCE (new editions, translations, complete bibliography, new photos, copies and commentaries). This database will be open to the public in the near future.

For another archive, the Institute's *Artifact Collections*, the initial work of database design and detailed specification has been completed, together with the company's software personnel. Further progress is contingent on finding the necessary funding.

For at least two other archives no work has yet been done. These are the *Photographic Laboratory's Archives* (which contains digital images for the last decade or so, but mainly film negatives going back to glass slides from the earliest excavations of the Institute in the 1920s and 1930s) and the *Historical Records* of the Institute's past projects, residing in various cabinets and desk drawers throughout the building, which have not even been mapped, let alone scanned or catalogued.

3.6.4 Laboratories

What laboratories serve the program, who makes use of them, how are they equipped, and how many seats do they have?

The laboratories of the Institute do not directly serve the study program, but rather the research whose products are integrated in the study program. The various laboratories within the building serve faculty members by processing excavation materials, restoring pottery, etc. For additional information, see above, section **3.5.2**.

3.6.5 Library and Information Technology (IT)

3.6.5.1 Describe the library, which serves the students and the teaching staff of the study program: its location, its physical structure, the number of titles according to subjects, journals' computerized databases, the number of obligatory books relative to the number of students, opening hours, number of seats, number of computers, the library's professional staff and their qualifications, to what extent do the students receive assistance and guidance in the library, the ability of students and teaching staff to use the databases from outside the library (using a code to connect to the computer). Specify likewise the policy guiding purchase of material for the library: how are decisions made with regard to the purchase of books, journals, computerized databases etc. and based on which recommendations/requirements, what are the procedures for updating the library, is there a clear and well-defined budget for the library?

The Archaeology Library is officially under the auspices of the Hebrew University Library Authority. It caters mainly to research pertaining primarily to the Ancient Near East, from Prehistory through the Biblical and Classical periods and up to the Middle Ages.

The library serves home students and researchers as well as students and researchers from other faculties and from various related academic disciplines like geography, geology, general history, history of art, Biblical, Talmudic and Jewish studies and many more. The library also serves students from other universities and from various academic institutions in Jerusalem, like the "Bezalel" School of Art, on a daily basis.

By uniting the collections of two linked academic disciplines – archaeology and Assyriology – the library earns its unique status as a professional library for ANES that is capable of serving highly skilled scholars from all over the world.

As an integral part of the Institute of Archaeology, the library supports academic interrelations and cooperation of teaching staff, researchers and students within the library itself. The existing direct access to the library's physical and electronic resources is essential. It enables research as well as the teaching of frontal seminars and other classes in the library by being adjacent to the Institute's archaeological artifact collections and laboratories – flint, pottery, glass, metallurgy, conservation and more.

The building: The Archaeology Library is situated on the fourth floor of the Institute of Archaeology. It has one reading room, one seminar room and a computer room. All parts of the library are accessible to the handicapped through elevators and ramps.

The collection: Almost 35,000 cataloged titles are available in the three sub-libraries, including some collections that were bequeathed to the library on condition that they are kept

as distinct, separate units. Most of the books and journals are in English, while there is also much material in German and in French. Only a small portion is in Hebrew. Overall the above incorporate:

- About 25,000 book volumes.
- About 650 journal titles.
- About 5,000 journal volumes.
- 160 print journal subscriptions (half print plus online).
- Two electronic databases (purchased jointly with the Bloomfield Library).
- Collections of offprints (Mazar, Tadmor, Avi-Yonah, Negev, etc.)

Required reading for courses: Access to the on-line database of scanned materials is open to students through the Hebrew University's "HighLearn" system.

Circulation services: Most of the books in the library are reserved and can be borrowed only overnight or over the weekend. Borrowers cannot renew their loans without the intervention of a librarian, nor can they order books automatically. Text and reference books, excavation reports, dissertations, rare books and journals are not on loan.

Library hours: Sunday–Thursday 8:30–20:00

Seating capacity: There are 60 seats in the main reading room, three individual study carrels and about 15 seats in each of the seminar rooms for collaborative learning. There are also two locations for informal seating.

Computer stations and printing services: Ten workstations are available for the readers for catalogue and database search, internet browsing, as well as use of databases and personal drives of individual students. All programs installed are provided by the University Computer Authority. Wireless connection is available for personal laptop computers. A printer situated outside the library is connected to all the readers' computers inside the library.

Library staff: The library staff comprises two tenured librarians who are subject-specialists, and one librarian who works on a weekly four-hour basis. All the librarians have academic degrees in humanities subjects as well as in information sciences. There are also student assistants.

Library instruction and reference services: The librarians' desk provides professional and personal guidance on a face-to-face basis. The librarians also provide individual assistance by telephone or by email. Library orientation sessions are offered to new students

at the beginning of each academic year – catalogue search explanation, introduction to databases and other digital reference tools.

Library homepage: <http://archaeology.huji.ac.il/libr/libr.asp>

Access to electronic resources: Students, teachers and researchers can access most of the Hebrew University's electronic resources from any computer in each of the University campuses. Access is also available from external computers by entering a personal identification code.

Collection development: The Library Authority allocates the annual acquisition budget for each Faculty of the Hebrew University. The Archaeology Library's acquisition budget is divided between Archaeology and Assyriology. Most of the budget is earmarked for journal and database subscriptions, while the remaining funds are for book acquisition.

Collection development is a joint effort of the librarians and the academic staff members of the Department of Archaeology and ANES. Acquisition requests are accepted from advanced students and individual researchers as well. Exchange links established by the library with academic institutions all around the world help to enrich the collection.

The library acquisition budget for 2009 was ca. 190,000 NIS. Of this sum 120,000 NIS were immediately reserved for "in advance" payments – journals, databases and standing orders. The rest was left for book orders via the Bloomfield Library (Acquisition Department), while payment is made through the Library Authority of the Hebrew University. Due to recent budget reductions, the library is facing huge difficulties in developing, enhancing and maintaining its collections.

The Library has lately received some bequests of private collections, but it has neither the physical space nor the human resources for cataloguing the books and placing them on the shelves. Therefore, precious and rare books have to be stored in cellars in unsuitable conditions, a situation that could lead to great and irreversible loss.

Slide archive: In conjunction with the library, the Institute has a slide archive of over 60,000 images, which has been almost completely digitized in recent years. This archive is an invaluable resource for our teaching activities and also functions as a documentary archive of the history of the Institute's excavations and archaeology in the region in general. The archive was previously run by a half-time administrative employee, but upon his retirement in March 2010 the position was canceled and the archive is currently unmanned.

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? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

A number of facilities are 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 Mount 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.
- **Blind students and students with impaired vision:** The university houses a unique study center for blind students and students with impaired vision. The center provides sophisticated instrumentation, including an audio library and specially designed computers that are available both at the center and on long-term loan for home and classroom use. All computer facilities are equipped with special software programs. Private tutoring is available for academic needs and orientation around the campus.
- **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 Mount 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 facilities:** 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 on a single floor, there is a ramp leading from the entrance to the computer area. In addition, 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.
- **Library facilities:** 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, provision of additional dates for examinations, and coupons for photocopying class notes).

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

Point of strength:

- Our great advantage is that all our activities and services take place “in-house” in a dedicated building, which is an architectural gem.

Points of weakness:

- A critical problem is our chronic lack of storage space that is accessible and suitable for research work.
- There is a lack of working space for the members of the new ANES sub-department as well as accommodation for newly employed faculty members. Additionally, there is a lack of rooms for research assistants and adjunct teachers.
- There is a severe lack of funds for equipment to keep up with technological innovations.

- Our ageing building increasingly suffers from maintenance problems, in practically all areas: electricity, damp, plumbing, etc. It is only partly air-conditioned, although lately there are signs of change in this respect.
- Our Collections Halls are large and contain rich collections of valuable cultural assets, but are not supervised by a curator with a full-time position.
- We welcome and encourage the research activities of our pensioners, who bring academic acclaim to our Institute, but their continued presence makes it crowded here.

Chapter 4 – Research

4.1 Introduction

The Institute of Archaeology of the Hebrew University of Jerusalem is the oldest and in many ways most comprehensive institution for the research of human antiquity in Israel. It is unique on the scene of Israeli academia in many ways. In a markedly multi-disciplinary manner, the Institute of Archaeology strives to study human culture from the emergence of humans in Prehistory up to the Medieval Christian and Islamic periods. Side-by-side, more than 17 scholars at the Institute dedicate themselves to cover a chronologically and thematically wide range of subjects, tracing the migration of humans out of Africa, the transition to the first permanent human settlements and the rise of farming in the Levant, the development of complex civilizations in the Fertile Crescent during the Bronze Age, the consolidation of kingdoms during the Iron Age in the Syro-Palestine region, the Hellenization of the East, the origins of Christianity against the background of Judaism in Late Antiquity, and Islamic rule in the land.

Though naturally focused on the area of present-day Israel, the Institute dedicates much effort to the research of the “great regions” that impacted (and were impacted by) the Levant. Institute scholars research human origins in Africa and the arrival of humans in Central Asia, as well as civilizations of the Ancient Near East (notably Egypt and Mesopotamia) and the Mediterranean. The Institute of Archaeology is noted for its efforts to integrate the study of culture in all of its manifestations – beginning with materials coincidentally impacted by human activity (e.g., animal bones in archaeological sites), through various classes of artifacts stemming from archaeological excavations and concluding with textual data from Akkadian, Egyptian, as well as Hebrew, Greek and Latin sources. It also maintains cutting-edge research into general issues of method and theory.

Following Terentius’ dictum *Homo sum: humani nil a me alienum puto*, it can be safely said that the Institute of Archaeology of the Hebrew University of Jerusalem is a centre of humanistic research in the deepest and most accurate sense of the term.

4.2 The sub-departments

4.2.1 Prehistoric Archaeology

Background:

Research and teaching in the sub-department of Prehistoric Archaeology focus on the earliest periods in the history of humankind, looking at the archaeological record from 2.5 million years ago until the establishment of agriculture and complex societies around 12–8000 years ago. The Levantine prehistoric record consists of numerous find spots and sites. This rich record has rendered the Levant a focus of endeavors to outline and understand human evolution since the early 20th century. With the growing recognition of Africa as the cradle of early as well as of modern humans, it has become clear that the Levant is a key region for understanding the triggers, mechanisms and tempo of the processes of many cornerstones of the human story. The first dispersal of humanity out of Africa (more than 1.5 million years ago) took place through the “Levantine corridor,” of which Israel comprises a major portion. Some of the earliest sites out of Africa are found there, mostly in the Jordan Rift Valley. Data from those sites are crucial for understanding the human migration out of its primordial habitats, the capabilities of early humans to adapt to a Mediterranean environment and to become successful colonizers of Eurasia.

The Levantine prehistoric evidence is crucial also for understanding the evolution and behaviors of a human species (*Homo sapiens*) that replaced its predecessors and is our direct ancestor. Levantine cave sites dated to around 100,000 years ago hold evidence for the earliest cemeteries in the Old World and for the presence of modern humans, tens of thousands of years before they made their first appearance in Europe. While contemporaneous Neanderthals comprise the sole representative of the genus *Homo* in Europe, sites in the Levant provide unique evidence for the possible coexistence of modern humans and Neanderthals. The wealth of data on the Middle Paleolithic (the Mousterian record) is a key for understanding of the cultural realm and various modes of human behavior in the Levantine Corridor and beyond.

The Levant is also the cradle of agriculture, leading to the rise of farming communities, villages, cities and finally states. In this capacity it served as the center for the diffusion of the concept and techniques of food production into Europe. The change of the economic basis of human existence is rather dramatic if we take into consideration that since their first

appearance (more than 2 million years ago) and up to a mere 8000 years ago humans existed as mobile hunting-gathering bands. The earliest evidence of this change comes from the Levant, where we find the first sedentary occupations, remains of domesticated plants and animals, architecture and data pertaining to emergence of complex social behavior.

The research agenda:

By its very nature prehistoric archaeology is constantly undergoing intense theoretical and practical developments. Addressing the crucial questions relating to the evolution of humanity requires enlisting a large number of scientific approaches and methods. Accordingly, for quite some time cutting-edge prehistoric archaeological projects have been designed and carried out as interdisciplinary research programs. From the 1970s there has been an expansion in the number of disciplines enlisted to address prehistoric research questions. Large-scale ongoing projects rely on a large number of approaches that come under the umbrella of archaeological sciences. These include earth sciences (e.g., geomorphology, geology, pedology, sedimentology, mineralogy, geochemistry), paleobiological studies of hominin, faunal and botanical remains (e.g., physical anthropology, paleogenetics, archaeozoology, archaeobotany), physics, and population genetics. All these are employed as means to the end of understanding the cultural and biological evolution of our ancestors and the historical and behavioral impacts of cultural processes. At the same time, multi- and inter-disciplinary research demands close cooperation with specialists and scholars from other fields as well, such as geoinformatics, ethnography, linguistics, philosophy of science, psychology and cognitive studies, to name but a few.

The Prehistory sub-department of the Institute of Archaeology has adopted this multi- and inter-disciplinary approach both as a theoretical framework for archaeological research and as a practical guideline for assembling research teams. Researchers in the sub-department have implemented synergetic research agendas, cooperating with a wide array of specialists in the fields above, whether based in other departments and faculties of the Hebrew University, or in other institutions in Israel and abroad.

Faculty members of the Prehistory sub-department are currently engaged in various field and laboratory research projects. While each member focuses on particular time periods within the long time span of human prehistory, cooperative research and teaching are

common. We carry out excavations in a large number of sites of various prehistoric periods. Many of these are world-known key sites of global importance (e.g., 'Ubeidiya, Gesher Benot Ya'aqov; Qafzeh, Amud, Hayonim, Kebara, and Hilazon Caves; Quneitra, Qashish, Nahal Ein Gev I, Kfar Hahores, and dozens of sites in the Negev). Ongoing research of faculty members over the past five years includes, among others: long-term investigations of an early Neolithic site in the Galilee, inclusive of an international field school for archaeology students run in conjunction with the Rothberg International School (Prof. Goring-Morris); long-term research on the Lower Paleolithic in the Jordan Valley within the framework of an Israel Science Foundation Center of Excellence (Prof. Goren-Inbar); co-directing an international team investigating Upper Paleolithic sites in Georgia (Prof. Belfer-Cohen); co-directing an international team exploring some of the earliest archaeological and hominin sites in Ethiopia (Prof. Hovers); and involvement in the Çatalhöyük project in Turkey (Profs. Belfer-Cohen and Goring-Morris). In addition to these projects there are a number of short-term excavations, e.g., the Qashish site (Prof. Hovers), the Nahal Hava site (Prof. Goring-Morris), Nahal Ein Gev II (Prof. Belfer-Cohen), and field and laboratory studies pertaining to flint mining in the Shephelah and Judean Hills (Prof. Goren-Inbar).

As a direct outcome of the integrative research agenda pursued by members of the Prehistory sub-department, we constantly and actively seek new collaborations with researchers in other disciplines. By way of example, we are currently working to establish a close collaborative relationship with the Institute of Earth Sciences of the Hebrew University, as there are many areas in which joint research and training are possible and in fact needed. Another pertinent example is the close collaboration with the newly established computerized 3D scanning laboratory of the Institute of Archaeology, which employs a cutting-edge methodology to address archaeological research questions in innovative ways.

Members of the sub-department have successfully applied to competitive European and US granting institutions, such as the German-Israel Foundation (GIF), Wenner-Gren Foundation, L.S.B. Leakey Foundation, Thyssen Foundation, National Geographic Society, and the Irene Levi-Sala CARE Archaeological Foundation. This is in addition to high success rates in tapping into local competitive sources of funding such as the Israel Science Foundation.

Strengths:

The sub-department of Prehistoric Archaeology of the Institute of Archaeology offers a breadth of research interests that is unparalleled in any other such department in Israel. In fact such diversity is extremely rare in comparable departments in the world. Furthermore, being the oldest (and for many years the sole) department of prehistory in the country, we house the largest collections, relating to key issues in prehistoric research. Much of the content of these collections originated from past departmental projects. Thus, in addition to direct participation in our various projects, foreign scholars have been attracted to the extensive collections. Indeed, in recent years we have hosted foreign senior, postgraduate and graduate researchers from Australia, Canada, the Czech Republic, France, Georgia, Germany, Italy, Russia, UK and USA.

Sub-department members are engaged in field schools in Israel (Kfar Hahores, for both the Institute's students and overseas students) and abroad (e.g., Ethiopia, in collaboration with the University of Tempe, Arizona).

Our students are given opportunities to participate in our excavations, becoming extremely experienced in fieldwork and in organizational matters. At times they are offered opportunities to participate in scientific projects abroad: in the last five years, undergraduate and graduate students of our sub-department have participated in scientific projects (including excavations and laboratory analyses) in Ethiopia, France and Georgia. In addition, several graduate students were repeatedly invited to participate in an ongoing Cypriot Neolithic project.

Our excavations attract colleagues from Israel and abroad. The multi-disciplinary nature of our research is expressed in many collaborations with Israeli and overseas scientists, many of whom are associated with prestigious universities (e.g., Harvard), and institutions (e.g., Max Planck). Currently collaborations are carried out with scholars from the USA, UK, Spain, South Africa, Germany, Holland and France.

The sub-department's researches are published in the most prestigious journals (e.g., *Nature*, *Science*, *Proceedings of the National Academy of Science*, *Quaternary Science Reviews*, *Journal of Human Evolution*, *Journal of Archaeological Science*) and book publishers such as Oxford University Press, Springer, Oxbow Books, Equinox and the Qedem series of the Institute of Archaeology. We take great pride in encouraging our

students to experience the whole process of data retrieval, analyses and publication, beginning already at the undergraduate level as part of their course work. Frequently these projects culminate in publishable studies that appear in peer-reviewed journals.

Members of the sub-department are visible members of the international prehistoric research community. We are frequently invited as advisors for prestigious projects where our expertise is highly appreciated (recent examples are in the Neolithic of Turkey, the MSA of East Africa, Kenya, and a variety of Levantine assemblages stored in the USA and Europe).

We serve as editors, guest editors and in scientific committees of prestigious journals (*PaleoAnthropology*, *Journal of Human Evolution*, *Paléorient*). In addition all members contribute much of their research time to serve as reviewers (books, articles, and competitive granting agencies). In addition, members are invited to the most prestigious conferences and workshops and frequently deliver keynote presentations. International conferences organized by members of the sub-department attract first-rate scholars as well as younger colleagues. These conferences serve the purpose of introducing our achievements and interests to the international community, and at the same time allowing our students to have experience firsthand personal interaction with leading figures in the field.

Among the achievements of the sub-department in recent years one should mention the signing of a program of systematic student exchange and collaboration with the University of the Sorbonne VI, Paris, France (see also below).

Weaknesses:

We identify several areas that are problematic for the current and future academic status of the sub-department. These issues urgently need to be addressed to maintain our reputation as a prestigious and influential academic unit.

- Staffing: Currently the Prehistory sub-department is strong and competitive and its four faculty members are prominent in the paleoanthropological community both in Israel and abroad. Given this, we are concerned by the fact that three of the four tenured faculty members will reach mandatory retirement age over a short time span of five years (2015–2020). This is the single most troubling weakness of the sub-department and the one that will require the most effort to avert. In essence, this means that we need to start recruiting new

personnel within the next two years, in order to ensure the current high academic level in research as well as teaching.

- Scholarships: Our sub-department's members have been successful in obtaining financial support for their research from highly competitive external foundations (the only source for our research funds). Most of our advanced students have benefited from such successful applications, in that they were employed in the research projects. However, such support is not guaranteed in the long term. It is imperative that a stable source of financial support, in the form of long-term, highly competitive scholarships be made available to graduate students. In our view, the benefits of such a program are twofold: deserving students will be able to devote all their time to in-depth research and grow as scholars and professionals, while the projects in which these students are involved will benefit from their efforts and will attain higher levels of excellence.

4.2.2 Biblical Archaeology

Background

The “Levantine Corridor” continues to be crucial in the eras covered by the next sub-department (the 6th–1st millennia BCE), being the conduit connecting the great civilizations on either side of the Fertile Crescent as well as their outlet to the Mediterranean. However, for better and for worse, the archaeology of the Levant in the periods relevant to the Bible finds itself overshadowed by the founding text of the Judaeo/Christian/Muslim civilizations. This is manifested in the intense interest, both scholarly and lay, in discoveries pertaining to the Bible. It also means that the field is rife with “alternative” or “pseudo” archaeologies. The challenge for the sub-department dealing with the periods forming the setting to the narratives of the Hebrew Bible is to maintain the highest level of professional integrity while steering clear of contested issues of religious belief and political conviction.

Teaching and research in Biblical archaeology have been part of the curriculum of the Institute of Archaeology at the Hebrew University since its inception in 1924. As initially conceived (and practiced until the 1980s), the Biblical Archaeology sub-department was the

central branch of the Institute, with as many teachers and researchers as the two other sub-departments combined.

Research-wise, too, the volume of activity grew dramatically. In the 1960s the Institute fielded one or two expeditions per year to large *tell* sites. By the 1970s and 1980s as many as five expeditions would be in the field simultaneously. Moreover, other universities were opening departments of archaeology – first Tel Aviv and then Haifa, Ben-Gurion and Bar-Ilan. In these, too, the Biblical field was paramount. They were staffed, at least at first, by “expatriates” and graduates of our department, who were soon fielding their own expeditions.

In the 1960s and early 1970s, however, the seeds of future changes were germinating underneath this apparent prosperity. These would adversely affect Biblical archaeology worldwide and as a consequence also in Israel and the Hebrew University. They include theoretical shifts to processual archaeology in the 1960s and then to post-processual archaeology in the 1970s and 1980s. The latter school of thought, with its emphasis on the ideologically contingent nature of archaeological knowledge, is of course particularly relevant. However, most Biblical archaeologists continued to think of their discipline in simple empiricist terms. Similarly, the impact of the archaeological science/high-tech revolution impacted Biblical archaeology rather late and many of its practitioners, whose primary training was in languages, history or religion, found the sciences hard to cope with. To these intra-disciplinary trends should be added more general difficulties: the general downsizing of faculties of humanities world-wide and the sharply rising costs of archaeological research, especially the large-scale digs of intricately stratified urban sites. By the late 1980s, Biblical archaeology, as a discipline, found itself on the sidelines of mainstream archaeology.

Given these unfavorable external circumstances, the archaeology of Israel in the Bronze and Iron Ages has made a remarkable comeback in the last decade of the 20th century and the first decade of the 21st. No longer preoccupied solely with its Biblical connotations, and having shed some of its “Raiders of the Lost Ark” charisma, it has become methodologically innovative and theoretically sophisticated. This can clearly be seen in the dramatic rise in the number of contributions to main-line journals and participation in general (i.e., non-“Biblical”) international conferences. Moreover, this breakthrough is overwhelmingly Israeli. Israeli research dominates not only the archaeology of Israel (which is as it should be) but

also that of the Ancient Near East as a whole. For instance, Israelis consistently form the largest overseas contingent in both ASOR (the main North American annual conference of Near Eastern archaeology) and ICAANE (the biannual European venue) conferences, in terms of numbers of participants, numbers of presentations, and – dare we say – quality of such.

Strengths:

Within the Israeli archaeological scene, the Hebrew University's Biblical Archaeology sub-department is contributing more than its share to this revolution. The Hebrew University maintains *four* major active field projects: Hazor, Dor, Tel Rehov (part of the ongoing Beth She'an Valley project) and Khirbet Qeiyafa. Of these, Hazor is a "third-generation" Hebrew University project, i.e., current teachers at the Institute trained there under Amnon Ben-Tor, who himself "learned the trade" at Hazor under Yigael Yadin. Similarly, while Dor is a "second-generation" excavation. The first three of these projects revolve around major *tell* sites, while the fourth is a smaller, more-or-less single period citadel.

Major excavations of *tell* sites have always formed the backbone of Near Eastern archaeological field projects. Inasmuch as one is studying an urban civilization, this is inevitable, other types of sites notwithstanding. In addition, densely stratified *tell* sites arguably offer the most complicated archaeological "riddles," and the solution to these presents intricate cultural sequences, amenable to all manner of diachronic and spatial studies. Thus, honing one's skills on a *tell* excavation has always been considered the "proper" introduction to Near Eastern archaeology.

For all that our sub-department has been surpassed by that of Tel Aviv University in terms of numbers of positions, and by that of Bar-Ilan in terms of institutional priorities, we have more ongoing projects than any other archaeological institution. This, plus the fact that many of them are long-term projects with large databases, provides our students and researchers with opportunities to carry out primary research, using a wide variety of methods and research agendas.

The challenge for the future of the sub-department is to be able to maintain the current diversity of research as well as our status at the cutting edge of archaeological research in Israel (and worldwide).

Weaknesses:

We are facing a serious lack in archaeological science. The deployment of scientific tools for Bronze and Iron Age *tell* archaeology in Israel was very much pioneered in Hebrew University excavations. However, we currently confront a debilitating deficiency both in terms of being able to augment our research with such tools and in terms of training our advanced students with them. We have managed to salvage (for now) the Laboratory for Computational Archaeology (which migrated successfully from the Weizmann Institute to us), and we do have an active archaeozoologist at the Institute, but we lack archaeobotany, micromorphology, archaeometallurgy (and archaeochemistry in general), residue analysis, etc.

We have also lost, over the years, some of the more traditional mainstays of Biblical archaeology; chiefly, we have no epigrapher or any other interdisciplinarian who straddles archaeology and history/Biblical studies (e.g., historical geography). Whereas we once had joint appointments in archaeology and Western Semitic languages (Joseph Naveh) and archaeology and Jewish history (Zecharia Kallai), either these departments no longer exist or they do not seem to be interested in such collaborations. We have, however, gained (for the first time) interdisciplinarity between Biblical archaeology and history of art. Moreover, the recent merger with the Department of ANES does promise that the ties with Assyriology and Egyptology will not be severed.

Thus far, we have been able to overcome, at least research-wise, the “generation gaps” of recent (and already not-so-recent) retirements. Both the Hazor and the Dor projects have undergone (or are undergoing) a successful change of management and their future seems, at least for the moment, assured. The latest retirement, that of Amihai Mazar, is potentially more damaging, if only for the fact that the University seems to be not even considering the reinstatement of his position (much less by a younger staff member of the same expedition who would be able to carry on the torch).

Yet another implication of this last retirement is the vacating of specialization in specific periods. Since the retirement of Amnon Ben-Tor, we have had no active Early Bronze Age specialist on staff. With Amihai Mazar, we also lose our only Middle Bronze Age practitioner. This opens a 2000-year gap in terms of research specializations between the Proto-historic periods (Yosef Garfinkel) and the Late Bronze Age (Sharon Zuckerman).

4.2.3 Classical Archaeology

The research activity and its significance:

Classical archaeology at the Institute covers the Greek, Hellenistic, Roman and Byzantine periods (from ca. 800 BCE to ca. 640 CE). Focusing mainly on architecture and art, the approach is holistic, addressing each topic in its widest cultural, historical context throughout the Mediterranean and the Near East, taking into consideration the historical-geographical evidence, literary sources and epigraphy. Thus, each topic in the archaeology of Israel in the periods under discussion is explored in the widest context. Our advanced students take part in various projects, in the field, laboratory work and more general research. Their collaboration is expressed in the ensuing publications, either as single or as contributing authors.

While in the past there were six positions in the Classical Archaeology sub-department, at present there are four: Dr. Uzi Leibner, Prof. Joseph Patrich and Prof. Zeev Weiss (together with Dr. Katia Cytryn-Silverman of the Islamic Archaeology section). Many more scholars affiliated with our Institute are conducting their own independent research. Numerous experts in various fields (pottery, numismatics, glass, epigraphy, etc.), from Israel and abroad, are involved in each excavation.

Strengths:

Our faculty and adjunct members conduct excavations in the most important “Classical” sites in the region. The field activity is far more intensive than that of any other institution in Israel, and the research subjects derived from them are accordingly more numerous, variegated and significant.

Excavations in the past directed by members of the Institute include Beth Alfa (Eliezer L. Sukenik), Beth Shearim (Benjamin Mazar and Nahman Avigad), Masada (Yigael Yadin), Jerusalem – the Temple Mount (Mazar) and the Jewish Quarter (Avigad), Jericho and Herodium (Ehud Netzer), Scythopolis/Bet Shean (Yoram Tsafrir and Gideon Foerster), Avdat, Mamshit and Elusa (Avraham Negev). A few of these are still being excavated, and the final reports on some of them are still in preparation by retired personnel, assisted by current students. The finds of many of them are still stored in the warehouses of the Institute, being topics of further research. Major archaeological sites currently being excavated and/or

studied by the present staff are Caesarea (Patrich), Kh. Hamam (Leibner), Sepphoris (Weiss) and Tiberias (Katia Cytryn-Silverman of the Islamic Archaeology section).

Several major research topics of the Classical Archaeology sub-department, as reflected in the fieldwork and research interests of its present staff and associates, have traditionally been associated with our Institute, forming a deep and grounded accumulation of knowledge to which our staff and students are exposed in the classroom and the field.

1) Hellenistic, Roman and Byzantine urbanism (and the subtopics derived from it: town planning, public/monumental architecture, entertainment structures, transformations in the urban space, private architecture etc.) in its wider Near Eastern context, as reflected in the cities of Caesarea (Patrich), Sepphoris (Weiss) and Tiberias (Cytryn-Silverman). This topic also featured prominently in past excavations of the Institute, like the Jerusalem excavations of the late Profs. Mazar and Avigad, the Caesarea excavations of the late Profs. Michael Avi-Yonah and Negev and of Profs. Lee I. Levine and Netzer, the Tiberias excavations of the late Prof. Yizhar Hirschfeld, the Scythopolis excavations directed by Profs. Tsafir and Foerster, and the Elusa excavations directed by Prof. Negev.

Beyond the qualitative, our share is quantitatively by far the largest: as against the seven cities explored by past and present staff of our Institute (Jerusalem, Caesarea, Scythopolis, Sepphoris, Dor, Tiberias and Elusa), just two cities (Caesarea and Susita) are explored by Haifa University, three (Antipatris, Yavneh-Yam and Apollonia) by Tel Aviv University, one (Yavneh) by Bar-Ilan University, and one (Elusa) by the Ben-Gurion University of the Negev.

2) Another research topic of members of the Institute from its very inception is the study of art and architecture of ancient synagogues. The foundations laid by the late Prof. Sukenik with Profs. Avigad and Avi-Yonah were carried on by Profs. Foerster and Levine. These are now continued in the excavations of the Sepphoris synagogue (Weiss) and that of Kh. Hamam (Leibner). In fact, much of what ever been written on this topic is the result of research done by members of the Institute.

3) Talmudic realia, which had featured prominently in class and in the publications of Prof. Levine, is maintained as a research topic of all three present staff – Jewish city life and burials (Weiss, Patrich), houses (Weiss), synagogues (Weiss, Leibner), entertainment structures (Weiss), arts, crafts and manufacture (Leibner), the Second Temple (Patrich).

4) Christian archaeology, associated mainly with the study of Churches and monasteries, is another traditional major research topic at our Institute, starting with the excavations of the Negev churches and their classification by the late Prof. Negev, carried on by Prof. Tsafir in his excavations of the churches of Rehovot-in-the-Negev and in Beit Loya (together with Patrich), and the new classification of the churches of Palaestina and Arabia by Patrich. As for the study of monasteries, much of what is written in this field is based on the work and publications conducted in the Institute by the late Prof. Hirschfeld, Dr. Leah Di Segni (an Associate Researcher of our Institute) and Patrich.

5) Nabataean art and archaeology, as a subject, was “founded” by the late Prof. Negev and is carried on by Patrich, who initiated (together with Prof. Michael Lecker of the Department of Arabic of the Hebrew University), an international research group at the Jerusalem Institute for Advanced Studies, on the topic: “Ancient Arabia (from the 1st Millennium BCE to the Emergence of Islam) and its Relations with the Surrounding Cultures” (2009-2010)”

Our current faculty members cover additional topics (see also personal reports). Leibner specializes in archaeological surveys: theory and practice; settlement patterns and demographic trends; Hellenistic, Roman and Byzantine pottery, especially imported fine ware in the Land of Israel during the Late Roman/Byzantine period and its economic implications; Jewish settlement in Galilee; and Roman milestones in Judea. Patrich deals with Roman warehouses; Roman stadia; and Qumran in context. Weiss focuses in addition on mosaic art; socio-archaeological inquiry into the houses of the wealthy in the Roman cities of ancient Palestine; and Jewish society and its dialogue with Hellenistic culture.

Projects of retired staff that are still ongoing:

- Excavations and analysis of the finds of some Herodian sites (Herodium and Masada) by the late Prof. Netzer and Dr. Guy Stiebel).
- The publication of the Scythopolis excavation by Profs. Tsafir and Foerster in collaboration with Benny Arubas, a senior teaching assistant in our Department.
- *The Onomasticon of Iudaea, Palaestina and Arabia*. This major and ongoing project of the Hebrew University in collaboration with the Israel Academy of Science and Humanities related to literary sources and epigraphy, has two parts.

The Onomasticon of Iudaea, Palaestina and Arabia in the Greek and Latin Sources, directed by Dr. Di Segni and Prof. Tsafirir, and *The Onomasticon of Iudaea, Palaestina and Arabia in the Rabbinic Sources*, directed by Prof. Levine, bring in the original language and in English translation the texts in which site names and geographical features in Eretz Israel are mentioned.

- Another major ongoing Hebrew University project (in cooperation with scholars from Tel Aviv University and from the University of Köln), in which some of our students are engaged and for which Dr. Di Segni serves as one of the Principal Investigators, is the *Corpus Inscriptionum Iudaeae-Palaestinae*, aiming at publishing all the epigraphic material from Alexander to Muhammad, in any language, uncovered in Israel. Acquaintance with this wealth of information, still unpublished, permits a better and more comprehensive understanding of an excavated site or a region surveyed.

Projects run by researchers (former students) affiliated with our Institute:

- En Gedi excavations (Dr. Gideon Hadas).
- Horvat Aleq excavations (first excavated by the late Prof. Hirschfeld, now carried on by Dr. Orit Peleg-Barqat, in collaboration with Yotam Teper of IAA).
- Beth Loya excavations (Dr. Oren Gutfeld in collaboration with Prof. Tsafirir).

Weaknesses:

The sub-department of Classical Archaeology would suggest, like other sub-departments, an increase in the number of highly competitive scholarships to be made available to graduate students and supports the need to develop the field of archaeological sciences. Several areas are specifically problematic for the current and future academic status of the Classical sub-department.

- The Classical sub-department had until 2002 six positions covering various topics pertaining to Classical archaeology, from the Hellenistic world to the early Islamic period. Today we are left with only 3.5 positions, mostly dealing with Roman, Byzantine and early Islamic archaeology. Since the retirement of the late Prof. Netzer and the late Prof. Dan Barag, we have no scholar covering the Hellenistic period or dealing with Hasmonean or

Herodian art and architecture at the Institute. This lack is an enormous disadvantage in all aspects, teaching, advising advanced students or conducting research in such seminal and thriving subjects.

- In order to maintain and promote excellent research in Classical archaeology, we face a serious lack in several fields of knowledge, in terms of both teaching and research, e.g., Hebrew, Aramaic and Greek epigraphy, numismatics and ancient glass. Though some of the topics are occasionally taught in the Department by adjunct faculty members, we believe that the Institute of Archaeology should have additional positions to cover these fields of knowledge, some of which could be appointed jointly with other departments. Scholars in these fields of knowledge were formerly employed in the Hebrew University of Jerusalem and at the time received worldwide recognition.

4.2.4 Ancient Near Eastern Studies

Ancient Near Eastern Studies, as an independent department, was founded at the Hebrew University in 1958, the first such department in Israel. Integrated in the Institute of Archaeology since 2008, the ANES sub-department, which now comprises Assyriology and Egyptology, continues to strive for excellence and maintains its leading role among other similar units in Israeli academia. Innovation and rigor are the two pillars upon which research in the ANES sub-department is based. Research in our sub-department, while drawing directly on “old-school” philology, displays readiness, indeed eagerness, to apply new methods to contemporary scientific problems.

In the Assyriological section of the ANES sub-department, the main topics of research are the following:

- History of science, especially cosmology and astronomy (Prof. Wayne Horowitz)
- Mesopotamian religion (Prof. Wayne Horowitz)
- Cuneiform tradition in the land of Canaan: language and prosopography (Prof. Wayne Horowitz)
- Mesopotamian literature (Prof. Nathan Wasserman)

- Old Babylonian epistolary texts (Prof. Nathan Wasserman)
- Magic and daily-life practices in Mesopotamia (Prof. Nathan Wasserman)

As such, the two Assyriologists in the sub-department are able to cover a wide range of topics, especially as each of them specializes in a different language (Horowitz: Sumerian; Wasserman: Akkadian) and focuses on a different period (Horowitz: first millennium BCE; Wasserman: second millennium BCE).

In the Egyptology section of the ANES sub-department, the main topics of research are the following:

- Study of the Egyptian classifier system of the hieroglyphic script and its relations to other classification systems in other scripts and languages of the world (Prof. Goldwasser)
- The “landscape of the ancient Egyptian mind” and its manifestation in the classifier system and the hieroglyphic system in general. (Prof. Goldwasser)
- Ancient Egyptian law (Dr. David)
- Grammar of Ramesside Egyptian (Prof. Goldwasser and Dr. David)
- Study and publication of Egyptian inscriptions and other finds from different sites in Israel (Prof. Goldwasser and Dr. David)

The two Egyptologists in the sub-department cover a wide range of topics. Almost all phases of the Egyptian language are studied, although Ramesside Egyptian continues to be the main topic of research, in continuation of the “Jerusalem school” of Prof. Sarah Groll. Coptic studies are complimented by the Department of Linguistics. Goldwasser and David also teach various introductory courses in Egyptian history, art and literature. Introductory classes in Egyptian religion are given by Rachel Shalomi Hen.

Members of the ANES sub-department all publish in leading international academic presses and journals. Their research projects have gained various competitive grants: the ISF, GIF and EC. Members of the ANES sub-department have won fellowships to leading research institutions, among them the Collège de France (Paris), École Pratique des Hautes Études in Paris, Harvard University, University of Vienna, Göttingen University, Collegium de Lyon, and Changchun University, China.

4.3 Research projects

The table below lists only current active budgeted projects conducted (or co-conducted) by active, regular (tenured or tenure-track) faculty members. It does not include research projects of emeriti (unless co-directed by active faculty members) or independent study by Institute researchers (e.g., the writing of a monograph), past projects, projects in final report-writing phase, or projects that are not concerned with primary research (e.g., organization of conferences). One-time endeavors (e.g., single-year excavations) are not listed either. If two or more Institute members are collaborating in a project, it is listed only once (under the name of the PI).

Major research projects directed by active Institute members

Project	PI	Budget	Senior researcher	Junior researcher	Vols
Reconstruction of the Upper Paleolithic to Neolithic sequence of Georgia	Belfer-Cohen	\$40,000	9	13	15
The new Tiberias excavation project	Cytryn-Silverman	\$35,000	1	4	14
Forensic discourse analysis of ancient Egyptian private law deeds	David	\$3,000	1	1	
Khirbet Qeiyafa excavations and publications	Garfinkel	\$80,000	2	10	35
Tel Tsaf excavations and final publications	Garfinkel	\$30,000	1	5	25
Ancient Egyptian classifiers in a diachronic perspective	Goldwasser	\$18,000	2	4	
The effect of climate change on the environment and hominins of the Upper Jordan Valley	Goren-Inbar	\$250,000	25	4	
Evidence of controlled fire and thermoluminescence dating at Geshert Benot Ya'aqov	Goren-Inbar	\$30,000	3		
The Pre-Pottery Neolithic B cult and mortuary site of Kfar HaHoresh	Goring-Morris	\$100,000	11	10	15
Lists, commentaries, and mysticism	Horowitz	\$18,000	1	3	18
Late Pliocene and Pleistocene archaeology in Hadar, Ethiopia	Hovers	\$80,000	1	3	
The Neanderthal site of Amud Cave	Hovers	\$50,000	1	2	
Middle Stone Age caves in eastern Ethiopia and the late "out of Africa" dispersal	Hovers	\$30,000			

Project	PI	Budget	Senior researcher	Junior researcher	Vols
The Middle Paleolithic open-air site of 'Ein Qashish	Hovers	\$7,000	1	2	5
Middle Paleolithic settlement and mobility	Hovers	\$70,000	2	1	
Kh. Hamam excavations	Leibner	\$36,000	1	8	30
The Beth Shean Valley in the Bronze and Iron Ages	Mazar	\$150,000	2	5	50
Final report on the Caesarea Maritima excavations	Patrich	\$31,000	1	4	
The lion stamp impressions from the Persian period	Ornan	\$10,000	2	1	
Second millennium metal statuary from the renewed excavations of Tel Hazor	Ornan	\$5,000	1	1	
The Revadim salvage excavation	Rabinovich	\$3,000	1		
Conservation and post-depositional effects at the site of Eynan	Rabinovich		1		
The Dor project	Sharon	\$150,000	7	14	60
The computational archaeology laboratory	Sharon	\$100,000	5	6	
Sources of Early Akkadian literature (SEAL)	Wasserman	\$25,000	2	3	
The Sephphoris excavations	Weiss	\$70,000	1	5	45
The Selz Foundation Hazor excavations	Zuckerman	\$150,000	2	3	50
The renewed excavations in the Lower City of Hazor	Zuckerman	\$40,000	1	1	15
Publication of the Canaanite cultic precinct of Nahariya	Zuckerman	\$30,000	1	1	
Provenancing of imported Mycenaean pottery in northern Israel	Zuckerman	\$25,000	3	1	
Totals		\$1,666,000	92	115	377

Notes: "Budget" is the approximate *annual* budget of the entire project (not just the parts administered by the Hebrew University) in \$US, exchange rates approximated as: NIS:\$ = 1:4; NIS:€ = 1:5; NIS:£ = 1:6. "Senior researchers" is the average number of researchers with a Ph.D. actively involved with the project (most, except the PIs, are from outside the Institute). "Junior researchers" are (usually) graduate students on the staff of the project (in many cases employed part-time or only during the excavation season; many are not students of the Department). "Vols" is the average number of workers/volunteers during the excavation season (where applicable). The total number of researchers is exaggerated, since many run multiple projects.

4.4 Research funds

The following table is a compendium of the research funds of Institute members, as reported by the researchers in the appendix (HUJI_CV for each individual researcher).

Funding of Institute research projects by researcher

Researcher	Source	2005	2006	2007	2008	2009	2010
Cytryn-Silverman	Yad-Hanadiv					\$30,000	\$30,000
	Amiran					\$4,167	\$4,167
	Van Berchem					\$30,000	
David	HU (R&D)	\$5,000	\$5,000				
Garfinkel	ISF	\$28,000	\$28,000	\$28,000	\$28,000		
	Brennan	\$10,000	\$7,500	\$15,000			
	CARE		\$7,000	\$7,500			
	HU (pub)		\$2,000				
	Mediterranean Archaeological Trust		\$3,750				
	Beracha		\$50,000				
	IAA		\$10,000				
	Foundation Stone				\$30,000		
	Private Donors				\$50,000	\$50,000	
	Southern Adventist University					\$17,000	
	White-Levi					\$30,000	\$30,000
	Yad Hanadiv					\$30,000	
	Berman	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$8,500
Goldwasser	Austrian Ministry of Foreign Affairs	\$35,430					
	GIF					\$71,895	\$71,895
	EU		\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Goren-Inbar	ISF			\$243,750	\$243,750	\$243,750	\$243,750
	GIF	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	
Goring-Morris	ISF	\$28,500	\$28,500		\$50,000	\$60,000	\$60,000
	CARE	\$8,500		\$6,500	\$6,500	\$8,000	\$6,500
	HU – pub					\$2,000	
	NGS					\$19,500	
Horowitz	ISF				\$18,323	\$18,323	\$18,323
Liebner	Yad Hanadiv			\$40,000	\$40,000	\$40,000	
	ISF					\$35,000	\$35,000
	HU R&D					\$3,300	\$3,300

Researcher	Source	2005	2006	2007	2008	2009	2010
	HU-Pub					\$2,100	
	Amiran					\$4,100	
Hovers	CARE	\$4,500				\$3,000	\$6,000
	Thyssen	\$50,000					
	ISF				\$55,000	\$55,000	\$55,000
	Amiran					\$3,750	
Mazar	White-Levi	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Berman	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$8,500
Patrich	Yad Hanadiv	\$6,250	\$6,250	\$6,250	\$6,250	\$10,000	\$10,000
	Caesarea Foundation	\$16,250	\$16,250	\$16,250	\$16,250		
	ISF		\$18,750	\$18,750	\$18,750	\$18,750	
Ornan	Berman				\$10,000	\$10,000	\$8,500
	ISF				\$31,000	\$31,000	\$31,000
Rabinovich	CARE					\$3,000	
Sharon	ISF	\$26,667	\$26,667	\$53,333	\$53,333	\$53,333	
	White-Levi	\$30,000	\$30,000	\$30,000			
	Yad Hanadiv					\$65,000	\$65,000
	HU(R&D)					\$10,000	
	Berman	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$8,500
Wasserman	HU	\$1,000	\$9,000				
	GIF			\$68,620	\$68,620	\$68,620	\$58,417
	HU					\$12,000	
Weiss	ISF		\$27,500	\$27,500	\$27,500	\$27,500	
	Amiran					\$3,800	
Zuckerman	HU	\$10,000					
	Berman	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$8,500
	Thyssen		\$16,667	\$16,667	\$16,667		
	White-Levi			\$20,000	\$20,000	\$20,000	
	ISF			\$35,000	\$35,000	\$35,000	\$35,000
	HU(Ring)					\$15,000	\$15,000

Notes on above table:

- Amounts are in US\$, exchange rates are approximated as: NIS:\$ = 1:4; NIS:€ = 1:5; NIS:£ = 1:6.
- Grants are calculated according to total amounts awarded, whether or not administered by Hebrew University, and whether or not monies are spent at the Institute or elsewhere (e.g., GIF grants include the amounts awarded to both Israeli and German partners; ISF “Centers of Excellence” awards are reported in full under the name of the PI, although some of the members of the center may be in other departments or academic institutions). On the other hand, no grant is reported twice (e.g., if two Institute researchers are members of the same “Center of Excellence” the entire budget is attributed to the PI).
- Some approximation occurs of necessity due to grant periods not convergent with calendar years (e.g., if a researcher reported a grant of \$100,000 covering 2009–2012, we have no simple way of knowing if it is a four-year grant or a three-year grant starting in mid 2009 and ending mid 2012. In such a case we calculate

\$25,000 per annum: note that in this case half the grant falls outside the reported period and hence would not be in the total.

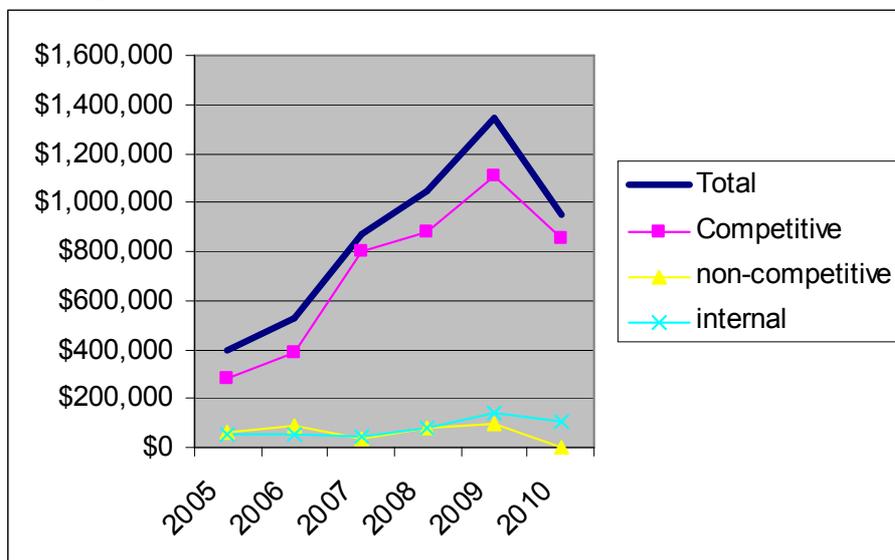
- Most researchers *did not* report on funding for their projects that falls entirely outside Hebrew University jurisdiction (e.g., private donations handled by the Israel Exploration Society or the Israel Prehistoric Society). No researcher reported revenues that are not grants (e.g., participation fees in excavations by individuals or institutions; payments for services rendered by the Computational Archaeology Laboratory, etc.) For this reason any comparison between the amounts reported herein and the “approximate annual budget” of projects reported by the researchers would be misleading.
- This table includes only grants received by active (tenured or tenure-track) faculty members at the time the questionnaire was distributed. It does not include emeriti (some of whom continue to run projects and receive funding under the auspices of the Institute) or adjunct teachers/researchers (some of whom are recipients of sizeable grants).

The following table summarizes the data given above. Total grant revenue for the 18 regular researchers in the Institute over the 5+ years reported just exceeds \$5M, of which about 85% comes from competitive grants and the rest is more or less equally divided between non-competitive grants from outside the University and internal Hebrew University sources.

Total grants and breakdown by source of funding

	2005	2006	2007	2008	2009	2010	
Total	\$395,097	\$527,833	\$868,120	\$1,015,192	\$1,311,587	\$922,351	\$5,133,180
Total – competitive	\$277,417	\$388,083	\$796,870	\$882,692	\$1,108,170	\$849,884	\$4,303,116
Total – private	\$61,680	\$83,750	\$31,250	\$82,500	\$97,000	\$0	\$356,180
Total – internal (HU)	\$56,000	\$56,000	\$40,000	\$50,000	\$106,417	\$72,467	\$380,883

Graph showing the changes in amounts and composition of grants received over the survey period



The graph shows the dramatic rise in funding over the period surveyed. A small part of this rise is due to the contribution of new researchers who obtained positions *during* the period in question. More is probably due to young researchers who are gradually reaching their full “earning power” (as it were), and some may be due to an overall increase in the availability of funding. We have no real data on whether (or how much) of this increase is due to increasing portions of archaeology in general or Hebrew University archaeologists in particular in the overall national (or international) “funding pie.” The apparent drop in funding in 2010 is, at least in part, a result of an incomplete funding cycle. Quite a few granting agencies (e.g. GIF, ISF) announce winnings in the spring or summer (which accounts for the seeming drop in 2010). It should also be noted, for example, that since the recent global financial crisis GIF has reduced its funding for archaeological projects, now only advertising such funding once every 4 years, as opposed to annual applications previously.

The breakdown by source does show that almost all of the increase is due to increased winnings of competitive research grants. The rate of non-competitive funding and internal finances, meanwhile, has been more or less constant.

4.5 Research students

The following table lists the active research students, either current or graduated within the last five years, as noted by their supervisors in the appendix. Though ostensibly conveying the same information as data culled from University-registration sources in other chapters of this report, there are some important differences.

- Registered students who do not yet have a supervisor (namely new students entering the system) may be listed in tables based on registration data but will not appear here (see below).
- M.A. students not in the research track may not be listed here.
- Active non-registered students (e.g., ABDs who wish to save tuition by not registering) will appear here and not appear (or even appear as “dropouts”) in University records.
- This table contains students of other departments, other universities, and occasionally even other countries who are supervised, co-supervised and/or do their research under Department of Archaeology teachers.
- “Dormant” students who may still be registered in the University system do not appear here.
- The list is arranged *by student* – i.e., if Lara Croft finished her M.A. with Dr. Jones in 2006 and started a Ph.D. with Prof. Brennan in 2008, she would be listed only once (under “Ph.D.” and “Brennan”). Similarly, students co-supervised by two teachers are listed only once (under one of the supervisors).

Active research students and their supervisors in the last five years

Name	Degree	Supervisor	Name	Degree	Supervisor
1 Dana Shacham	M.A.	Belfer-Cohen	50 Tomer Aharon	Ph.D.	Hovers
2 Noa Klein	M.A.	Belfer-Cohen	51 Uri Davidovitch	Ph.D.	Mazar
3 Marianna Pomeranz	M.A.	Belfer-Cohen	52 Achiya Kahn	M.A.	Mazar
4 Hila Ashkenazi	Ph.D.	Belfer-Cohen	53 Yael Rotem	M.A.	Mazar
5 David Eitam	Ph.D.	Belfer-Cohen	54 Ido Wachtel	M.A.	Mazar
6 Anna Eirikh-Rose	Ph.D.	Belfer-Cohen	55 Nava Panitz-Cohen	Ph.D.	Mazar
7 Judith Ben-Michael	Ph.D.	Belfer-Cohen	56 Naama Yahalom	Ph.D.	Mazar
8 Michael Tchernin	M.A.	Cytryn-Silverman	57 Anat Mendel	Ph.D.	Mazar
9 Haim Mamaliya	M.A.	Cytryn-Silverman	58 Jane Cahill	Ph.D.	Mazar
10 Alexandre Vasiliev	Ph.D.	David	59 Ben Gordon	M.A.	Patrich
11 Matan Stein	M.A.	David	60 Michael Shenkar	Ph.D.	Patrich
12 Naomi Gruntman	M.A.	David	61 Yana Tchernovetz	M.A.	Patrich
13 Zinovi Matskevich	M.A.	Garfinkel	62 Michal Haber	M.A.	Patrich
14 Michael Freikman	Ph.D.	Garfinkel	63 Laura-Arina Peri	M.A.	Ornan
15 Nachum Applbaum	M.A.	Garfinkel	64 Ariel Winderboim	M.A.	Ornan
16 Hoo-Goo Kang	Ph.D.	Garfinkel	65 Batyah Schachter	M.A.	Ornan
17 Ronit Lupo	M.A.	Garfinkel	66 Amir Golani	Ph.D.	Ornan
18 Ariel Rosenblum-Vered	M.A.	Garfinkel	67 Hadas Motro	Ph.D.	Rabinovich
19 Mitka Glub	M.A.	Garfinkel	68 Ron Kahati	M.A.	Rabinovich
20 Peter Kovach	M.A.	Garfinkel	69 Yiftah Shalev	Ph.D.	Sharon
21 Gwanghun Choi	Ph.D.	Garfinkel	70 Bronwen Manning	Ph.D.	Sharon
22 Ernest Bumann	Ph.D.	Goldwasser	71 Baruch Jusefovsky	M.A.	Sharon
23 Rachel Aronin	Ph.D.	Goldwasser	72 Barak Givon-Monikandem	M.A.	Sharon
24 Omer Shafran	M.A.	Goldwasser	73 Yitsahaq Jaffe	M.A.	Sharon
25 Niv Allon	M.A.	Goldwasser	74 David Ben-Shlomo	Ph.D.	Sharon
26 Oree Meiri	M.A.	Goldwasser	75 Susan Rebecca Martin	Ph.D.	Sharon
27 Mara Goldstein	M.A.	Goren-Inbar	76 Adi Behar	Ph.D.	Sharon
28 Maya Oron	M.A.	Goren-Inbar	77 Avshalom Karasik	Ph.D.	Sharon
29 Mika Ullman	M.A.	Goren-Inbar	78 Svetlana Matskevich	Ph.D.	Sharon
30 Gonen Sharon	Ph.D.	Goren-Inbar	79 Talia Goldman-Neuman	Ph.D.	Sharon
31 Nira Alperson-Afil	Ph.D.	Goren-Inbar	80 Uri Gabbay	Ph.D.	Wasserman
32 Michal Birkenfeld	Ph.D.	Goring-Morris	81 Elke Friedrich	Ph.D.	Wasserman
33 Rebecca Biton	M.A.	Goring-Morris	82 Evgeny Dimenstein	M.A.	Wasserman
34 Doron Boness	M.A.	Goring-Morris	83 Netanel Anor	M.A.	Wasserman
35 Lena Brailovsky	M.A.	Goring-Morris	84 Yaakov Voda	M.A.	Wasserman
36 Neta Mitki	M.A.	Goring-Morris	85 Avigail Wagschal	M.A.	Wasserman
37 Omry Barzilai	Ph.D.	Goring-Morris	86 Yuval Peleg	M.A.	Weiss
38 Filip Vukosovovich	Ph.D.	Horowitz	87 Naama Shar'abi	M.A.	Weiss
39 Ronit Shavit-Hivroni	Ph.D.	Horowitz	88 Shulamit Miller	M.A.	Weiss
40 Yigal Bloch	Ph.D.	Horowitz	89 Rachel Ken	M.A.	Weiss
41 Zhong Bo	Ph.D.	Horowitz	90 Avner Ecker	M.A.	Weiss
42 Noga Ayali	Ph.D.	Horowitz	91 Maya Sherman	M.A.	Weiss
43 Pablo Betzer	M.A.	Liebner	92 Debbie Sandhaus	M.A.	Weiss
44 Nili Ahipaz	M.A.	Liebner	93 Assaf Avraham	M.A.	Weiss
45 Danit Levi	M.A.	Liebner	94 Naama Vilozny	Ph.D.	Weiss

Name	Degree	Supervisor	Name	Degree	Supervisor
46 Ravid Ekshtain	Ph.D.	Hovers	95 Gabriela Bijovsky	Ph.D.	Weiss
47 Ariel Malinsky-Buller	Ph.D.	Hovers	96 Rivka Ben Sasson	Ph.D.	Weiss
48 Rachel Peer	M.A.	Hovers	97 Benny Arubas	Ph.D.	Weiss
49 Mae Goder-Goldberger	Ph.D.	Hovers	98 Liat Haeh	M.A.	Zuckerman
			99 Shlomit Bechar	M.A.	Zuckerman

Arrangements for supervision of research students are as follows. M.A. students who register are accepted by the head of the relevant sub-department and assigned an adviser who will guide them until they find a supervisor. M.A. students in the research track *must* have a supervisor by the time they hand in a research proposal for their thesis or select subjects for their qualifying examination. In all but a very few problematic cases, the supervisor is selected by the student (or vice versa) by mutual consent. Students not in the research track do not need a supervisor. In this case the teachers conducting their final examination will be determined by their sub-department head and/or the accompanying teacher. Ph.D. students *must* have a supervisor at the time they register. Since almost all of our Ph.D. students completed their M.A. in our department or another department of archaeology in Israel (and there are not enough departments or M.A. graduates for anyone to be an “unknown quantity” at that stage), it is usually not difficult for good students to find the supervisor of their choice (and/or vice versa) by pre-arrangement prior to registration. If no faculty member agrees to supervise a Ph.D. student, the registration is void. In the rare cases where this has happened in living memory it was because the student’s prior performance was judged to be insufficient (although such students rarely passed the University’s minimum threshold in GPA).

Most of the students listed in the table (though by no means all of them) do at least some of their research in their supervisor’s research projects and are remunerated (sometimes by a scholarship, sometimes by a salary, occasionally both) from the above-listed research funds. Some of these students receive national or institutional scholarships, while some work in the Institute either as teaching assistants or in temporary administrative jobs (e.g., in the Institute’s collections, library, conservation laboratory, etc.). All are entitled to apply for research grants for their own projects from the Institute’s Amiran Fund. Most of these students also participate in the Institute’s excavations (their supervisor’s and/or other excavations).

4.6 Research infrastructure

See Chapter 3, sections **3.5.2** and **3.6.1–3.6.5**.

4.7 Conferences, seminars, and workshops

The Institute is active in organizing both national and international conferences and students are encouraged to participate. Recently, the Institute of Archaeology in cooperation with the Israel Antiquities Authority has initiated an annual series of three conferences. The first series, focusing on archaeology and art, took place in 2009–2010. Another series of annual conferences jointly organized by the IAA and the Institute of Archaeology, dedicated to the archaeology of Jerusalem, began in 2006/7.

Quite a few lectures are given throughout the year by visiting scholars from foreign universities, both for the Department as a whole and in sub-departmental graduate and postgraduate seminars. The Trude Dothan Lecture series invites a prominent overseas scholar almost every year:

2008: James P. Allen, Wilbour Professor of Egyptology at Brown University

2006: Oscar White Muscarella, Senior Research Fellow, Department of Ancient Near Eastern Art, Metropolitan Museum of Art, NY.

2005: Dorothea Arnold, Lila Acheson Wallace Curator, Department of Egyptian Art, Metropolitan Museum of Art, NY.

A recent and beneficial informal forum for encouraging graduate and doctoral students is the Junior Researchers Seminar, in which the results of their research are presented every two weeks during the academic year. This seminar provides an opportunity for our advanced students to present the fruits of their work to a wider academic, but supportive, public. We believe that this provides a positive environment of discourse, thus preparing the students for future participation in national and international academic conferences.

4.8 List of staff members who have won prizes and served on the editorial boards of journals

Name	Prizes	Journals' Editorial Boards
Prof. Anna Belfer-Cohen		Member, editorial board of <i>Paléorient</i> (CNRS, Paris) Member, editorial board of <i>Journal of Eurasian Prehistory</i> (Cambridge MA and Warsaw) Member, editorial board of <i>Mediterranean Archaeology and Archaeometry</i>
Prof. Yosef Garfinkel	Polonsky Book Prize for originality in the Humanities for the book <i>Dancing at the Dawn of Agriculture</i> (2003, Texas University Press)	Member, editorial board of <i>Bulletin of the Anglo-Israel Archaeological Society</i>
Prof. Naama Goren-Inbar		Member, editorial board of <i>Paléorient</i> (CNRS, Paris) Member, editorial board of <i>Eurasian Prehistory</i>
Prof. Nigel Goring-Morris		Member, editorial board of <i>Paléorient</i> (CNRS, Paris)
Prof. Wayne Horowitz		Associate editor, <i>Journal of The History of Ancient Civilizations</i> , Associate editor, <i>Journal of Ancient Near Eastern Studies</i>
Prof. Erella Hovers		Associate editor, <i>Journal of Human Evolution</i> Co-editor, <i>Paleoanthropology Journal</i>
Dr. Uzi Leibner	2009 – Golda Meir prize, Hebrew University of Jerusalem. 2009 – The Hershel Shanks Prize for the best paper on the Archaeology of Late Antique Judaism presented at the 2008 Annual Meeting of ASOR	
Prof. Amihai Mazar	2006 – The Israel Museum Percia Schimmel Prize 2007 – The G. E. Wright publication award, given by the American Schools of Oriental Research 2007 – The Michael Landau Prize for Scientific Research, given by the Mifal Hapayis Fund for Sciences and Research 2009 – The Israel Prize for research in archaeology	Co-editor, <i>Israel Exploration Journal</i> (with S. Ahituv)
Prof. Zeev Weiss	2006 – Irene Levi-Sala Book Prize in the Archaeology of Israel for <i>The Sepphoris Synagogue: Deciphering an Ancient Message through Its Archaeological and Socio-Historical Contexts</i> (Jerusalem 2005).	Member, editorial board, Yad Izhak Ben-Zvi Member, editorial board of <i>Israel Exploration Journal</i> (Israel Exploration Society) Consulting editor, <i>Journal of Late Antiquity</i> (Johns Hopkins) Member, editorial board of <i>Qedem</i> (Institute of Archaeology) Member, editorial board of <i>Ars Judaica</i> (Bar-Ilan University)

4.9 List of leading journals

The problem in ranking journals in archaeology/ANES is that journals are divided not only by topical interests, but by geographical region and period as well. Few journals (except perhaps low-ranking or purely local ones) would even consider papers in all the different specializations present in our Institute. Moreover, the ranking of papers would vary between sub-disciplines, e.g., a cuneiformist might rank *Journal of American Oriental Society* above *Bulletin of the American Schools of Oriental Research*, and a field archaeologist vice versa, although both journals occasionally accept papers in both disciplines. Similarly, *Israel Exploration Journal* might be a highly desirable venue for Hebrew epigraphy but a poor one for archaeozoology. Thus, rather than rank the journals, we list them by category, occasionally splitting a category into two tiers. Within each category, entries are listed alphabetically (not ranked). We have also added, where possible, leading non-academic venues for public outreach.

The few journals of general science that would consider archaeological entries at all would select them according to possible interest to practitioners in the natural sciences. Thus, a contribution about human physical evolution would be considered, but one about the evolution of the Mesopotamian conception of the sublime would not, no matter how important or original. An improvement in ^{14}C dating would be sent for review, but a new chronological seriation technique would not.

Most of the journals classified under “leading journals in general archaeology” accept contributions in archaeological theory and method (some, e.g. *Radiocarbon*, in quite specific subject areas) but not articles targeting one geographical region or period (with some exceptions, e.g., *Antiquity*). Inasmuch as any of these have a predilection for a specific region or period (e.g., *American Journal of Archaeology* and *Classical Greece and Rome*), it is not usually for the Near East. The rest of the list specifies journals specializing in the specific fields covered by the sub-departments.

For comparison, see the European Reference Index for the Humanities (ERIH) <http://www.esf.org/research-areas/humanities/erih-european-reference-index-for-the-humanities/erih-initial-lists.html> (which does not, however, have a listing for ancient Near Eastern studies).

Leading scientific journals that would consider articles in archaeology

- *Nature*
- *Proceedings of the National Academy of Science*
- *Science*
- Most prestigious lay-audience magazine: *National Geographic*

Leading journals in general archaeology

- *American Antiquity*
- *American Journal of Archaeology*
- *Antiquity*
- *Cambridge Archaeological Journal*
- *Geoarchaeology*
- *Journal of Archaeological Method and Theory*
- *Journal of Archaeological Science*
- *Journal of Field Archaeology*
- *Oxford Journal of Archaeology*
- *Radiocarbon*
- *World Archaeology*
- Most prestigious lay-audience magazine: *Archaeology*

Leading journals in prehistoric archaeology

- *Annual Review of Anthropology*
- *Current Anthropology*
- *Journal of Human Evolution*
- *PaleoAnthropology*
- *Paléorient*
- *Quaternary International*
- *Quaternary Research*
- *Quaternary Science Reviews*

Leading journals in Near Eastern archaeology

- *Bulletin of the American Schools of Oriental Research*
- *Israel Exploration Journal*
- *Journal of Mediterranean Archaeology*
- *Journal of Near Eastern Studies*
- *Levant*
- *Palestine Exploration Quarterly*
- Most prestigious lay-audience magazine: *Near Eastern Archaeology*

Leading journals in Classical archaeology in the Near East

- *Dumbarton Oaks Papers*
- *Israel Exploration Journal*
- *Journal of Roman Archaeology*
- *Liber Annuus*
- *Palestine Exploration Quarterly*

- *Revue Biblique*
- *Scripta Classica Israelica*
- *Syria*
- *Zeitschrift des Deutschen Palästinavereins*

In this connection one should note that our archaeological research is tightly linked with issues of history, historical geography, etc. Inscribed materials (coins, *bullae*, weights and full-fledged inscriptions) are commonly found in our excavations. The results of our archaeological research regularly shed light upon historical questions and cultural aspects related to epigraphy, Jewish and Christian studies, etc. Hence, the list above includes leading journals that are not solely archaeological. To this list one might add other leading journals, such as *Tarbiz*, *Zion*, *Cathedra*, *Zeitschrift für Papyrologie und Epigraphik*, etc.

Leading journals in Egyptology

- *Bulletin de l'Institut Français d'Archéologie Orientale*
- *Chronique d'Égypte*
- *Göttinger Miszellen*
- *Journal of Egyptian Archaeology*
- *Journal of the American Research Center in Egypt*
- *Lingua Aegyptia*
- *Mitteilungen des Deutschen Archäologischen Instituts, Abteilung Kairo*
- *Revue d'Égyptologie*
- *Studien zur Altägyptischen Kultur*
- *Zeitschrift für Ägyptische Sprache und Altertumskunde*

Leading journals in Assyriology

- *Archiv für Orientforschung*
- *Baghdader Mitteilungen*
- *Bibliotheca Orientalis*
- *Iraq*
- *Journal of American Oriental Society*
- *Journal of Cuneiform Studies*
- *Journal of Near Eastern Studies*
- *Orientalia*
- *Revue d'Assyriologie et d'Archéologie Orientale*
- *Zeitschrift der Deutschen Morgenländischen Gesellschaft*
- *Zeitschrift für Assyriologie und Vorderasiatische Archäologie*

A complete list of publications for each faculty member in the last five years is listed in the appendix of personal reports. The table below summarizes the total number of publications by our faculty members in the past five years, according to six categories:

Type	Books	Chapters in books	Peer-reviewed articles	Non-peer-reviewed articles	Other publications	Conferences organized
Total (past 5 years)	43	90	166	64	73	37

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

5.1. To what extent do the institution and the parent unit perform self-evaluation on a regular basis? (apart from the evaluation initiated by the Council for Higher Education). If self-evaluation is being performed – please describe and evaluate the way it is carried out and its frequency.

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 review process is implemented in one of two forms. In the first, together with the Council for Higher Education (CHE), most of the academic units at the Hebrew University are reviewed once every seven years. Each of the Review Committees visits all of the higher-education institutions (universities and colleges) in which a particular academic area is being taught. The monitoring and review process includes self-evaluation carried out by the unit to be reviewed, a visit by the Review Committee and a phase of study of the Committee's report, followed by decisions about implementation of the recommendations. In order to ensure a professional and objective approach, the Review Committees consist of internationally renowned experts in the reviewed field, mostly from leading universities abroad. For this reason, their reports are written in English.

The second form of review involves academic units that are not monitored by CHE because they are unique to the Hebrew University. These units undergo a similar monitoring and review process by ad-hoc committees consisting of distinguished international as well as local experts. Naturally, because of the fewer constraints, these committees are able to devote more time and cover a broader set of issues than the CHE committees.

The committees examine all aspects of the reviewed unit: infrastructure, administrative personnel, curricula, standard of students and the activity of faculty members in both research and teaching. The research activity of the reviewed unit forms an important part of the review, the underlying assumption being that in a research university, teaching and research are interconnected and mutually enriching. Even introductory courses, let alone advanced

seminars, gain an added dimension when taught in a research-oriented environment. At the same time, the interaction with students in general, and graduate students in particular, is a vital ingredient in stimulating scientific research.

5.2 Has the institution appointed a senior staff member to deal with self-evaluation? If so, please state his name and his past and present position in the institution. State and evaluate the definition of his task as the staff member in charge of quality evaluation in the institution, including the scope of his authority and his method of operation.

Professor Yaacov Schul is the Vice-Rector responsible for academic evaluations at the Hebrew University. Assisting him is Professor Oded Navon (also Vice-Rector), Head of Academic Review in the Sciences. The whole process of the review begins with the appointment of the Committee members, and the preparation of material by the reviewed unit. Preparing the material for the Review Committee also gives the unit an opportunity for self-assessment, itself an important stage in the review. The Committee then convenes in Jerusalem, when the Committee members gain access to all relevant material and meet with staff, faculty and students. The Committee's report is submitted to the Rector, and its recommendations are carefully studied by the University administration (the President, the Rector and the Vice-Rectors). The reviewed unit is asked to prepare a response, which is brought, together with the report of the Review Committee, before the University's Committee for Academic Policy. This Committee, chaired by the President and the Rector, discusses all the relevant issues and decides on implementing all, or parts, of the recommendations.

5.3 Please describe the way that the current self-evaluation process conducted, including methods used by the parent unit and the study program in its self-evaluation process. What are your conclusions with regard both to the methods/the way it performed and to its results?

The Head of the Department, Prof. Zeev Weiss, attended the workshop organized by the Council for Higher Education in December 2009 together with the administrative director, Mr. Benny Sekay, and the department's secretary, Ms. Orna Avidar. In consequence the Head of the Department divided the faculty members into five groups, each responsible for writing certain sections within the report. Each group was comprised of faculty members from each of the sub-departments. In addition, a graduate student assisted the various groups

in collecting data, creating lists and processing it onto tables. The first draft was sent to the faculty members by late April 2010 for comments. Four department meetings were conducted during May-June 2010, in which we discussed the strengths and weaknesses of the Department's teaching program and academic research, as well as the aspects that should be emphasized in the report. Each group consequently revised its chapter and sent it to the Head of the Department, who edited the report together with Ms. Susan Gorodetsky. Subsequently the report was sent to the senior staff members for final approval and to the Rector and Vice-rector. In light of all the comments received, the final version of the report was ready to be submitted.

5.4 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).

See section 5.3.

5.5 If a mechanism/structure has been decided upon for the future treatment of problematic issues that were highlighted by the self-evaluation activity, specify it while referring to the functionary within the institution who would be responsible to follow up on this activity. Please refer to the question of how the institution and the parent unit intend to deal in the future with quality assessment and its implementation?

Some of the weaknesses in our study program were taken into consideration while building our new academic program to be implemented in the 2010/11 academic year, while others, especially those related to the advance program, will be dealt with in the near future. Resolving other issues is not in the hands of the Department. Some depend on the budget of the Faculty of Humanities (e.g., working space, administrative positions, etc.) and others on the policies of the University and Faculty (e.g., recruiting new faculty members, building facilities etc.).

5.6 Are the results of the self-evaluation open, transparent and accessible to staff (academic as well as administrative) and students?

The Hebrew University regards transparency and accessibility of evaluation reports as essential to the effectiveness of the self-evaluation process. Following the discussion by the Committee for Academic Policy, the reports are made public and posted on the University's website.