



The Faculty of Humanities

Department of Linguistics

Self-Evaluation Report

December 2011

Executive Summary

- **A short summary of the main strengths and weaknesses that were pointed out in the self-evaluation process.**

The Department of Linguistics of the Hebrew University of Jerusalem consists of two programs ('tracks'), each with its own scientific and pedagogical approach. This structure is the result of the merge of two programs, the Linguistics Department (now the 'Structural track') and the linguistics track of the Department of English Language and Literature (now the 'Generative track'), both of which house faculty members with diverse specializations who work in a number of theoretical and methodological frameworks. Since the merge is very recent (since 2008) these two tracks are at present very much autonomous within the department in terms of programs of study, the setting of goals and learning outcomes, evaluation processes, and – in principle – hiring; moreover, they are quite different in terms of academic culture.

This diversity is one of our main strengths: nowhere in Israel does this combination of theoretical and methodological approaches exist, and it is also rare abroad, where departments tend on the whole to be either generative or non-generative. We strongly feel that the unique make-up of our department, with a cadre of linguists who specialize in careful descriptive analysis of specific languages, as well as in typological, historical and comparative treatment of several languages, on the one hand, and linguists working in more cognitively and formally oriented frameworks, on the other, provides the basis for the development of an extremely strong department offering a wide range of opportunities to students with varying academic interests. This should in principle allow us to develop an outstanding program of study with real choices for students, managed in a spirit of cooperation, but without blurring the true differences between varying methodologies. Such a department will be able to attract outstanding students of all kinds.

It is important to stress that this situation is still relatively new. As such, we have not yet been able to realize the full potential made available by the new make-up of the department. We have not yet fully developed a common language, as we are still in the process of trying to determine which forms and what scope of cooperation between the two tracks would most benefit the education of our students. Nevertheless, some progress has already been made in the direction of developing a shared language. We have a common departmental seminar, where weekly guest lectures are sponsored alternately by the two tracks. In the Interdisciplinary Forum for the Study of Language, under the joint aegis of the department and the School of Language Sciences, lectures are given which appeal to linguists of both tracks and initial discussions of topics of common interest have taken place in this context. Our department has also founded the

first graduate student conference in Linguistics in Israel. Last year, two of our graduate students, one from each track, organized the first meeting of the Israel Graduate Student Conference on Diverse Approaches to Linguistics (IGDAL), which has as its goal to provide a forum for students working on topics in linguistics in all formal frameworks. This conference is projected to convene yearly from now on.

Another point of strength of our department is the large number of scholars who engage in research on Afroasiatic languages, including Modern Hebrew, dialects of Aramaic, Arabic, Akkadian, as well as Ancient Egyptian and Coptic, bringing theory and description together. In addition, with the emerging joint academic discourse between members of our department, and those of the Department of Hebrew Language, we probably represent the largest group of linguists actively working on Modern Hebrew anywhere.

All of our tenure-track faculty members hold PhDs from prestigious institutions in Israel and abroad and are leading scholars in their respective fields. A number are members of the Israeli Academy of Sciences, and we have no less than five Israel Prize recipients among our teachers and emeriti. Our teachers are regularly invited to hold guest professorships and teach at elite linguistics summer schools. Faculty members play an active role in teaching undergraduate and graduate students and in directing research students; all are also intimately involved in the daily running of the Department. At the moment they are backed up by a small number of high quality junior teachers and efficient and friendly administrative staff. Despite the heavy teaching load and many hours of service in faculty committees and other administrative tasks, the level of teaching and research is high as is evidenced from the data collected for this report.

Research is a central component of the Department's activity. The research produced by members of the Department is distinguished not only by its quality but also by its diversity. This diversity is one of the key strengths of the Department. Faculty members publish their research in leading scientific journals and prestigious academic publishers. They also collaborate nationally and internationally in a variety of research projects and publications and serve on international editorial boards. Faculty members regularly attend major conferences and organize conferences and seminars that bring colleagues from Europe and the United States to Jerusalem. In addition to the contribution this makes to the exchange of ideas and academic cooperation, it also enables graduate students, who do not have the financial means to attend conferences abroad, to be exposed to cutting-edge research in the discipline. Faculty members are continuously engaged in seeking research funds that allow them to produce serious research, to train students as assistants, and to help fund graduate students. While funding sources in our field are quite limited, over the past five years the members of the faculty have been successful in raising considerable research funds.

The academic quality of our students is reflected in part by their acceptance to prestigious

graduate programs, often with full funding, outside of Israel. In recent years, our students have been accepted to PhD programs in the United States, Germany, Netherlands, France, the United Kingdom, and Australia, often at high-ranking universities with prominent linguistics programs. Many of them have gone on to tenure-track positions at excellent institutions.

On the other hand, we foresee considerable problems for the continued existence of our department in its current form. The relatively small number of senior staff members (with the prospective retirement, in 5 years or less, of 2 members) and the low likelihood of significant increase within the foreseeable future, due to general institutional economic constraints, prevent the elaboration of the academic program to additional significant fields of research and instruction. This state of affairs dictates a policy of hiring adjunct teachers to cover specific academic needs on a temporary basis, with the evident academic consequences. The desire to supply a rich program and the number of students taking the various courses necessitates more than the expected flexibility on the part of some senior staff members. This is evident in cases where they teach more than the expected teaching load (e.g. 8 weekly hours in place of 6). Regarding the administrative staff, the fact that one person provides extensive secretarial services to 3 different departments (Linguistics, Roman and Latin American Studies and Studies of Central and Eastern Europe), with the particular needs of each academic program, constitutes a major burden on even the most dedicated and efficient secretary. It would be beneficial if a larger administrative staff were to serve the respective departments.

- **A short description of the actions the Institution, the Parent Unit and the Department are going to take in order to improve the weak points that were found.**

The department has repeatedly alerted the Faculty about the critical situation that the department has reached in terms of manpower, but, unfortunately, the Faculty of Humanities has not had the means to allocate teaching positions and funds for junior and adjunct teaching staff.

We take our responsibilities in developing and maintaining excellent programs of study and promoting outstanding innovative research very seriously, and we are confident that our dedicated and dynamic faculty members will do their utmost to address the weak points found in this evaluation process.

- **A brief statement as to the extent which the Study Program has achieved its mission and goals and whether the outcomes comply with its mission statement. Are the Institution, Parent Unit and Department satisfied with the outcomes of the Study Program?**

The members of the Department of Linguistics feel that the programs of study have achieved their stated mission and goals for most students. This is clearly the case with excellent, good, and average students. On the whole, we are very proud of our students and their

achievements. In their linguistic work, from undergraduate seminar papers to PhD theses, our students consistently show the ability to conduct high-quality – and often innovative – linguistic research. An objective evaluation of their quality is to be found in the fact that undergraduate papers and MA theses often develop into articles published in reputable journals and edited volumes or proceedings, and serve as writing samples for admission to elite graduate programs abroad.

Unfortunately, because of staff restrictions, the Department has not always been able to offer the wide range of courses that we feel are necessary for our students. Nonetheless, the fact that many of our students go on to advanced degrees and, in some cases, tenure-track positions at excellent academic institutions, indicates that we have been successful in our goals.

Chapter 1 - The Institution

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

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

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

The Hebrew University operates on five campuses:

- Mount Scopus campus, site of the Faculty of Humanities and the School of Education, the Faculty of Social Sciences, the School of Business Administration, the Faculty of Law and the Institute of Criminology, the School of Occupational Therapy, the Paul Baerwald School of Social Work and Social Welfare, the Truman Institute for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education.
- Edmond J. Safra campus in Givat Ram, site of the Faculty of Mathematics and Natural Sciences, The Rachel and Selim Benin School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Edmond and Lily Safra Center for Brain Sciences.
- Ein Kerem campus, site of the Faculty of Medicine (The Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, and the School of Nursing) and the Faculty of Dental Medicine.
- Rehovot campus, site of the Robert H. Smith Faculty of Agriculture, Food and Environment (The School of Nutritional Sciences and The Koret School of Veterinary Medicine).
- An additional site is the Interuniversity Institute for Marine Science in Eilat, operated by the Hebrew University for the benefit of all institutions of higher learning in Israel.

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

Students of the Hebrew University (2010)			
1st degree	2nd degree	Ph.D	Total
11,446	6,820	2,667	20,933

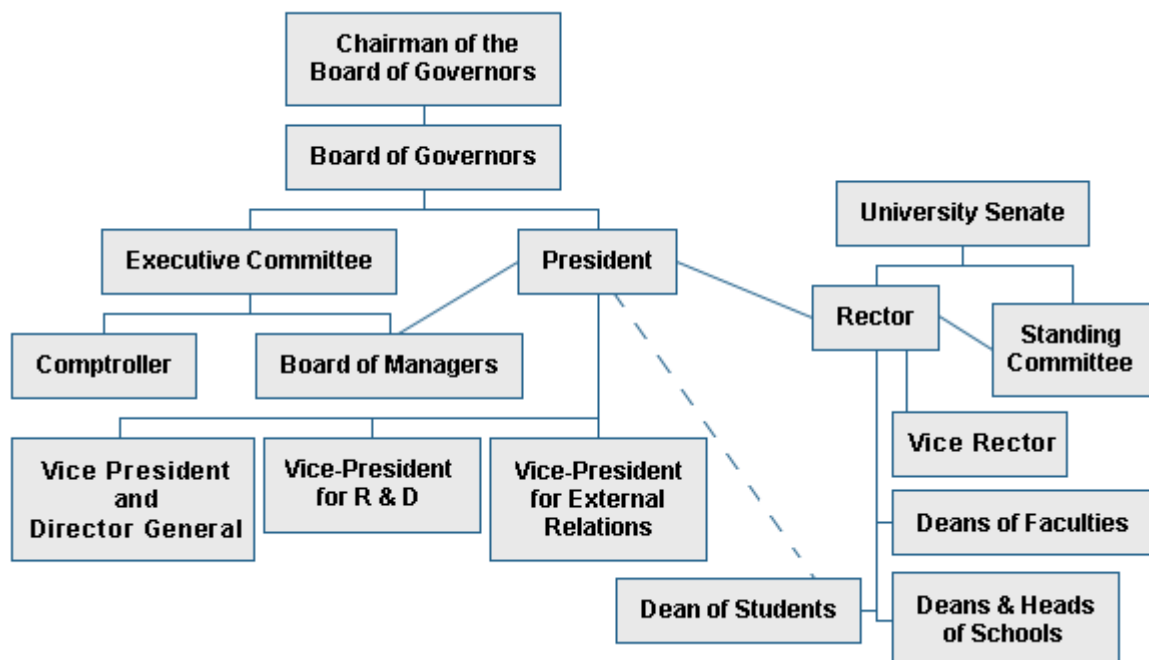
1.2 Mission statement of the institution, its aims and goals

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

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

The goal of the Hebrew University is to be a vibrant academic community, committed to rigorous scientific 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 holder of senior academic and administrative positions

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

Deans:

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

Chapter 2 - The Parent Unit Operating the Study Programs Under Evaluation

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

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

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

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

The second stage concerns structural changes of the Faculty so as to create larger units and overarching study programs. This stage was discussed by the Development Committee during the academic year 2007-8 and implementation started in 2008-9.

The third stage, which involves creation of new programs to support academic excellence for graduate students, is in process: already a new program for outstanding doctoral students has been established, and currently new disciplinary and inter-disciplinary programs for M.A. studies are being designed. With the beginning of the 2011-2012 academic year, the new Mandel School for Advanced Studies in the Humanities has been established to coordinate programs for outstanding graduate students (M.A. and Ph.D.), as well as *ad hoc* research groups and projects.

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

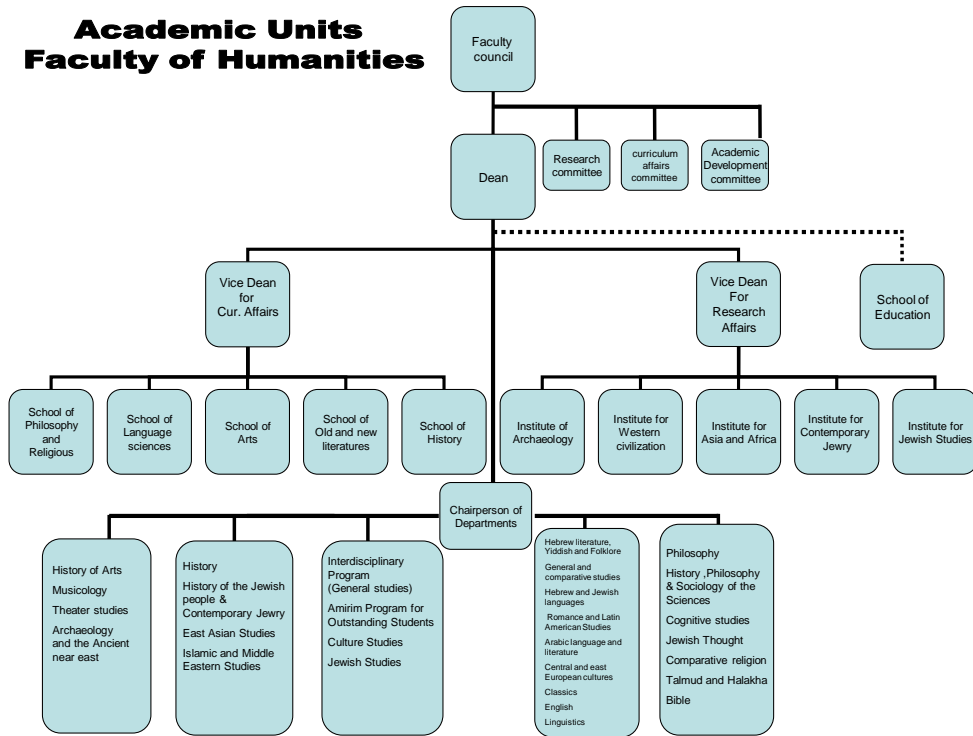
The Faculty of Humanities at the Hebrew University creates and promotes a vibrant discourse between scholars of different cultures, genres and historic periods. We at the Faculty believe strongly that human civilization is worthy of study and can be drawn on in order to educate people to deal with changes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

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

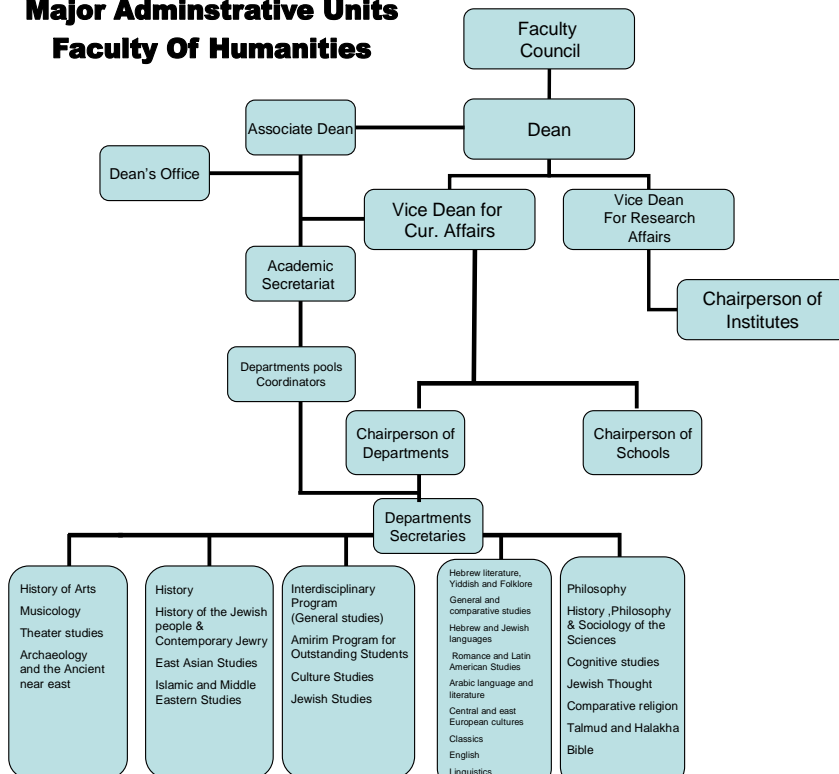
2.3 Description and chart of the unit's academic and administrative organizational structure (including relevant committees), names of holders of senior academic and administrative positions and list of departments/study programs operating in its framework

Teaching in the Faculty is organized in twenty plus specialized departments that are further concentrated under the aegis of five disciplinary schools: Arts, History, Language Sciences, Literatures, and Philosophy and Religion. Each school has its own special teaching program and other activities that transcend the programs of the specific departments, providing wider disciplinary training for undergraduate and graduate students, and a cooperative framework for faculty members. While much of the research in the Faculty is conducted by individual faculty members, often with support from outside research funds, much important research work is also conducted in and by some thirty research centers and major projects in the Faculty. Research activities, both of the centers and of individual researchers, are coordinated, encouraged and facilitated by five Institutes: Archaeology, Asian and African Studies, Contemporary Jewry, Jewish Studies, and Western Culture. These institutes also provide a forum for interaction between scholars working on similar cultural material, but specializing in different academic disciplines, and therefore complement the Schools mentioned above.

Academic Units Faculty of Humanities



Major Administrative Units Faculty of Humanities



Names of holders of senior academic and administrative positions.

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

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

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

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

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

2.4.1 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.

Department	B.A.	M.A.	Ph.D.
School of Language Sciences			
Linguistics	X	X	X
Hebrew and Jewish Languages	X	X	X
School of Philosophy and Religion			
Philosophy	X	X	X
Jewish Studies	X		
Jewish Thought	X	X	X
Talmud and Halakha	X	X	X
Cognitive Studies	X	x	X
Comparative Religion		X	X
Bible	X	X	X
History, Philosophy & Sociology of the Sciences		X	X
School of History			
History	X	X	X
East Asian Studies	X	X	X
History of the Jewish People and Contemporary Jewry	X	X	X
Islamic and Middle Eastern Studies	X	X	X

School of Arts			
Theater Studies	X	X	X
Program in Conjunction with the Jerusalem Academy of Music and Dance (B.A. Mus/M.A. Mus)	X	X	
Archaeology and the Ancient Near East	X	X	X
History of Art	X	X	X
Musicology	X	X	X
Folklore and Folk Culture Studies			
School of Literatures			
Hebrew Literature	X	X	X
Romance and Latin American Studies	X	X	X
Classics	X	X	X
English	X	X	X
General & Comparative Literature	X	X	X
Central and East European Cultures	X	X	X
Arabic Language and Literature	X	X	X
Yiddish		X	X
Combined and Special Programs:			
Interdisciplinary Program (General Studies)	X		
Amirim Program for Outstanding Students	X		
Hebrew Literature and Language	X		
History and History of the Jewish People	X		

Individual Program of Studies		X	
Revivim Program (training teachers for Jewish Studies, B.A.+M.A.)	X	X	

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

Names of Degrees

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

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

Doctor of Philosophy (דוקטור לפילוסופיה).

2.4.2 The number of students in each on of the Unit's departments who are studying and have studied in the unit in each of the last five years according the level of degree (first, second with thesis, without thesis, doctoral).

Students	Degree		Year
2370	B.A.		2006
504	with thesis	M.A.	
679	without thesis		
598	Ph.D.		
2247	B.A.		2007
453	with thesis	M.A.	
624	without thesis		
590	Ph.D.		

2176	B.A.		2008
420	with thesis	M.A.	
544	without thesis		
533	Ph.D.		
2062	B.A.		2009
542	with thesis	M.A.	
795	without thesis		
614	Ph.D.		
2164	B.A.		2010
563	with thesis	M.A.	
782	without thesis		
606	Ph.D.		
2105	B.A.		2011
517	with thesis	M.A.	
782	without thesis		
553	Ph.D.		

2.5 Please provide in the format of a table, the the number of students who have graduated from the unit in each of the last five years according the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree).

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

	thesis		2010
103	without thesis		
85	Ph.D.		
519	B.A.		2011
132	with thesis	M.A.	
170	without thesis		
72	Ph.D.		

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

2.6.1 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 all of the Professors, Associate Professors, Senior Lecturers and the Lecturers is the major constitutional body of the Faculty that decides on the mission, goals and activities of the Faculty and its departments. The Faculty has three committees: the Development Committee under the chairmanship of the Dean, the Teaching Committee under the chairmanship of the Vice-Dean for Teaching and the Research Committee under the chairmanship of the Vice-Dean for Research. The committees submit their recommendations to the plenum of the Faculty Board. The committees prioritize fields in the departments that need to be strengthened through addition of new academic staff and discuss major changes in the curriculum. Each department as a whole sets its general goals and pursues the means to put these goals into practice. 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 2.1.

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

The main decision making body of the Faculty of Humanities is the Faculty Council (sometimes referred to in English as the Faculty Board), composed of all of the full professors, associate professors, senior lecturers and lectures (and representatives of other sectors). The Faculty Council generally meets once a month during term. However, the three main committees of the Faculty of Humanities (Development, Teaching and Research) usually prepare the discussion for the Council's monthly meetings, often bringing crystalized proposals ahead of time. Thus it was in the case of the major reform of Faculty in the last few years, inspired by the Gaiger Report (see above – including the rationale – and in Appendix), as well as other changes in the rationale, mission and goals of the Faculty. True, the initiative for the Gaiger Committee came from the University administration, but it was executed with the cooperation of the Faculty's leadership, institutions and units. The Gaiger Committee's report was modified, then accepted by the various committees and subsequently brought to the Council for discussion and approval. Today, various smaller changes are being made, initiated by the Dean, with the approval of the committees and Council, to improve the structure adopted in this reform. There has been no thorough re-examination of the reform, but there is discussion in the Faculty that such a process would be desirable in the next year or so.

In general, changes enacted in the teaching structure and administrative structure of the Faculty are brought to the attention of academic staff through meetings of the committees (each several times a semester), meetings of department heads (several times a year), meetings between the Dean and departments (the aim is once a year for each department), the monthly meetings of the Faculty Council, and intermittant written announcements. Such information is brought to the attention of the administrative staff through meetings of the entire staff (once or twice a semester), smaller meetings conducted by the Associate Dean, and written communications. With regard to the students, information of this type is communicated by written announcements from the Faculty or departments, meetings on a departmental level and occasional larger meetings (such as the meeting of the entire incoming "freshman" class at the beginning of the first year).

As for the departments: usually initiatives for changes in the study program come from within, and are discussed at the departmental meeting. Major changes need the approval of the Committee for Teaching Affairs, and on occasion, the Faculty Council. At times, changes on a departmental level are initiated by the Dean or the Committee for Teaching Affairs, and these are enacted in cooperation with the Department.

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

The Faculty attributes the greatest importance to the research and teaching in Linguistics. Over the past two years, two appointments have been made in the Department of Linguistics, and a new relevant research center (the Language, Logic, Cognition Center) has been established. The Department is represented in the Development Committee by the director of the School of Language Sciences and the director of the Institute of Western Cultures, who also respectively sit on the Committee for Teaching Affairs and the Research Committee. All members of the Department are members of the Faculty Council.

Appendix: Executive Summary of Gager Report

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

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

It is the conclusion of the Committee that the Hebrew University must pay special attention to three general areas as it makes new hires in the faculty: the contemporary world in all geographical areas (without at the same time, losing the traditional emphasis on earlier or classical periods); the study of gender in all areas; and Israeli culture and society, including social, ethnic and religious groups of all kinds. The Committee also recommends that the following specific areas currently under threat from impending retirements be strengthened and maintained: Yiddish, American Studies, the teaching of modern Arabic and more teaching of courses in Arabic, Russian language and literature,

and folklore, theater and musicology. At the national level, the Committee believes that certain fields of study, such as African studies, Romance languages and literature, and ancient Semitic epigraphy are in danger of disappearing altogether and their survival depends of the development of serious cooperation among Israeli universities at the national level. The Committee holds the view that at this crucial stage in the development of the Faculty, there must be a strategic plan that will serve as the basis for making new appointments. It is our view that the set of priorities listed above might serve as the basis for such a strategic plan.

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

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

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

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

We have also made some recommendations for improving the physical plant of the Faculty, including renovating offices to make them more inhabitable for faculty members, and updating classrooms into “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

Note: In this chapter we require separate reference to each of the study programs under examination at each of the levels taught (BA, MA and PhD). Data that is identical for all the programs will appear only once.

3.1 The Goals and Structure of the Study Program

3.1.1 The name of the study program: The Department of Linguistics

Structural Linguistics Track

The Department of Linguistics was established by Prof. H. J. Polotsky (1905-1991) in 1953. The guiding principle embraced by the Department was that linguistic generalizations can only be derived from empirically-based research and description of individual languages in their own terms combined with their historical background, areal connexions and typological affinities, and that the study of languages must be based on actual texts or speech events. The department provided, besides general introductory courses, instruction in Semitic (notably Ethiopic, Syriac and Neo-Semitic), Egyptian and Coptic of all periods, Indo-European (comparative, Classical languages, Gothic, Slavic) and Turkic, as well as phonetic field-work, with structural analysis and descriptive techniques integrated in the study of each special field. An excellent departmental seminar-library was created, which existed until all the departmental libraries of the faculty were merged; it is now incorporated in the Mount Scopus library.

The distinctive feature of the department was the approach adopted, that in all courses linguistic theory, method and the treatment of original documented data were closely integrated. In practice, this meant that no arbitrary distinction was made between 'language courses' and 'theory courses.' The Department of Linguistics of the Hebrew University was known as an important center of lively research activity and demanding curriculum, and succeeded in attracting outstanding students, both from Israel and from abroad, who came especially to study linguistics in Jerusalem.

During the years 1967–1968, when Prof. Polotsky left for Denmark, the department faced a crisis, which was partly overcome when he returned. A new generation of department members, with some newcomers who joined them, succeeded in enhancing original research and intensive teaching for quite a few decades, in spite of the difficulty in making up for the lamentably reduced number of staff members.

In 2008, as part of the general reform in the faculty, the Department of Linguistics was made to incorporate as a separate section the generative linguistics program that had been part of the English department. The former Linguistics department now forms the Structural Track of the combined administrative unit of the Linguistics program.

Endeavouring to continue its legacy of excellence, the structural track of the linguistics program provides teaching based on integral research of sound linguistic methodology of language structure and typology with proficiency in direct and constant first-hand observation of linguistic phenomena in written and spoken data, and familiarity with languages and language groups. Instruction is now given in the close linguistic examination of some Semitic, Egyptian, Celtic, Balto-Slavic, and Germanic languages.

Five of the teachers in the former Linguistics Department (and the current structural track) have been awarded the Israel Prize, the state's highest honor: H.J. Polotsky (1966), H.B. Rosén (1978), M. Altbauer (1990), Gideon Goldenberg (1993), and Olga Kapeliuk (2005). Additionally, four teachers were or are members of the Israel Academy of Sciences and Humanities (H.J. Polotsky, H.B. Rosén, G. Goldenberg, and A. Shisha-Halevy).

Generative Linguistics Track

The study program of the generative linguistics track grew out of a program that was originally established in the English department. The students in the English department were able to choose between a program of study focussed on literature, one focussed on linguistics and another which combined the two. The affiliation with the English department dictated that the language of instruction be English, that the basic principles of linguistics be applied mainly to the English language and that the content of the courses have some relevance to a program of study in an English department. The students who came to study linguistics in the English department were usually more interested in studying the English language than linguistics, and the average student did not have the analytic skills necessary for studying formal theoretical linguistics at an advanced level. There was, therefore, a disparity between the research interests of the faculty, which were related to questions of linguistic theory, often applied to languages other than English, and the teaching geared towards the needs of the students.

In the academic year of 2008-2009, in the wake of a general reform in the Faculty of Humanities at the Hebrew University, the affiliation of the linguists in the English department was transferred to the department of linguistics. As a consequence, our courses were more in consonance with our research interests. We revamped our program of study to reflect a broader range of academic interests and the program of study began to attract students with a different academic profile. The language of instruction became Hebrew, and our courses were able to attract a wider range of students from across the faculty and from the faculty of social sciences and exact sciences. We are still in the process of developing our curriculum, and changes have been implemented each year as our conception of our study program has been evolving.

At the same time, the linguistics programs in the English department were being phased out. In the academic year of 2011-2012 there will no longer be a linguistics option in the English department. However, for the first three years after the reform, ending in the current academic year of 2010-2011, we had to accommodate two sets of students: those finishing their linguistics requirements in the English department, and those in the newly established generative linguistics track of the Linguistics department. Beginning 2011-2012 we will be able to devote all our attention and energies to the newly developing course of study in the linguistics department.

In the academic year of 2008-2009, the School of Language Sciences was established, and the core courses of the School have been integrated into our curriculum.

In the academic year of 2010-2011, a new research center, named the Language, Logic and Cognition Center, was established, with all members of the generative track in the Linguistics Department becoming active members. A structured graduate program is planned for this Center, though it has not yet been developed. With a grant received from the Humanities Fund established by Rothschild Foundation and the Planning of Budgeting Committee of the Council for Higher Education, we have begun to offer courses in the context of this research center. These courses have also been integrated into our program.

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

The Department of Linguistics aims to offer an informing and challenging environment for students interested in the diversity of Language. Our primary effort is directed at the education of future linguists, whom we try to supply from the very beginning with the methodological and theoretical tools for handling any language, thus enabling them to gain insights into the whole phenomenon of Language. We also see it as our task to supply basic linguistic education for students interested in combining the study of Language with other domains. The large variety of our cadre of linguists can offer a wide range of opportunities to students with varying academic interests.

Structural Linguistics Track

The approach adopted by the original department of linguistics and followed by the now called “structural track” can ideally be characterized as prejudice-free, non-aprioristic, and empirically-based, intended to describe each language in its own terms, and define typological affinities as based on the linguistic study of the various languages. This method, of searching common linguistic properties through the structural diversity of the languages of the world, is close in a way to linguistic typology as it has developed and became a dominant branch of linguistics toward the beginning of the 21st century. Beyond some common practices of typologists, our basic version of linguistics requires

as a necessary condition intimate familiarity with the structures of languages of some group or family and adequate knowledge of the structures of languages of other stocks.

These principles define the needs of the teaching curriculum, which must include, besides some methodological courses in the main sections of the discipline, special linguistically-oriented courses—basic and advanced—on the structure of individual languages. These are based on the original research of the teachers, and aimed at the examination of linguistic theories and constantly putting them to the test rather than illustrating them. Students are trained to develop their capabilities of original and critical linguistic research.

For the practical study of language proficiency the students whose personal program of study requires it are allowed to take suitable courses outside the department.

As mentioned above, instruction within the linguistics program is now given in some Semitic languages, in Egyptian, and in Celtic, Balto-Slavic, and Germanic languages. Suitable teaching in the departments of Classical and Romance languages was more adequately provided in the past than it is now.

Generative Linguistics Track

Since the beginning of the twentieth century the linguistic sciences have moved beyond a sole preoccupation with the historical study of languages based on written texts, and have set as their goal a fuller characterization of language as a specifically human phenomenon. Today, the major universities in the world offer programs in linguistics with courses on the structure of language, the use of language, the teaching of language, language in its social, cultural and behavioral contexts and language and mind/brain. As a consequence, linguistics has become by its very nature an interdisciplinary field, and this is reflected in the structure of our teaching program both at the undergraduate and the graduate levels. On the one hand, many of the courses in our program make reference to work in neighboring fields such as philosophy, sociology and psychology. On the other hand, we urge our students to take elective courses in other departments such as philosophy, Hebrew Language, Education, Psychology, etc. However, we firmly believe that any serious interdisciplinary work on language has to be rooted in solid linguistic analysis that is both empirically valid and theoretically informed. Thus, the core curriculum for our program is the introduction to linguistics (offered by the School of Language Sciences) and the basic introductory courses in the various sub-disciplines of linguistics. While all students are encouraged to take a basic course in each of the major sub-disciplines: syntax, semantics, phonology, morphology and pragmatics, in the areas of syntax, semantics and pragmatics, students are able to follow sequences of courses leading them to advanced work in one of the sub-disciplines.

As already mentioned, the faculty in the generative track of the linguistics program see themselves interfacing with the School of Language Sciences and with the Language, Logic and

Cognition Center in both pedagogical and research spheres. The School of Language Sciences provides us with the framework within which we aim to establish teaching and research contacts with scholars with a more traditional approach to language. The LLCC provides us with a framework within which we aim to enhance our teaching and research contacts with scholars with a more cognitive approach to the study of language and mind. We elaborate on these in turn.

The faculty of Humanities has a long tradition of outstanding philological research on a wide range of languages, and scholars who document Jewish languages and dialects around the world, as well as dialectologists working on varieties of Arabic. Until recently, there had been little common academic discourse between these various segments of the faculty, and one of the goals of the School of Language Sciences is to create the environment needed for promoting just this kind of academic discourse. The advantages of these encounters cannot be overemphasized: scholars dealing with descriptive linguistics are exposed to cutting-edge theory, while theorists have access to careful analysis of particular languages, something which allows for the widening of the empirical basis for their theories. The aim of our study program is to build on this foundation, allowing some of our students to combine in-depth knowledge of a language or language family with the development of skills in the core areas of linguistic theory that will allow them to make significant empirical and theoretical contributions to the study of specific languages and more traditional areas of language research and in linguistic theory.

One of the features of the newly established Language, Logic and Cognition Center is a planned structured graduate program. This program is meant for outstanding graduate students trained in linguistics but also exposed to advanced research in neighboring disciplines of philosophical logic, cognition and computation, which will allow them to participate in cutting-edge research which draws on the insights of these neighboring disciplines and at the same time serve as facilitators of dialogue between senior researchers in these fields. Professor Danny Fox, previously professor of Linguistics at MIT, who joined our ranks in the academic year of 2010-2011, is now directing the center. While the graduate program hasn't yet been developed, we see our more immediate goal as preparing a cadre of students who will be potential candidates for this program. With the help of the grant from the Humanities Fund mentioned above, we have begun a yearly series of mini-courses given by prominent international figures in language related fields. We intend for these mini-courses to be a permanent facet of our program.

Because we have a limited number of positions, we have come to realize that we cannot hope to maintain a serious graduate program and provide an undergraduate education that produces students fully proficient in linguistics. As a consequence, as our program has been evolving, we have developed an approach to our undergraduate program which does not aim to produce trained theoretical linguists, but aims to provide our students with a broad interdisciplinary perspective on the

scientific study of language, along with the basic toolkit of analytic skills based on the results of current work in theoretical linguistics. Each student is able to choose the courses within the department which complement his or her broader academic interests, and is able to take language-related courses outside the department to complement his or her narrower interests within the department. The decision to develop our undergraduate program in this direction is not just a way of dealing with the exigencies of a difficult budgetary situation, but is rather a principled decision which reflects an attitude toward our discipline. It is our belief that students who will not continue to engage in research in linguistics or neighboring fields, are better served with a broad exposure to language-related courses. We insist on a core of courses in the major subfields of the discipline, but allow the students a fair degree of freedom beyond this. We feel that advanced training in linguistics is best left for the graduate level. For the outstanding undergraduate students who are natural candidates to be graduate students, we would like to develop an honors program which will prepare them for research. As already mentioned, we are interested in developing a structured graduate program based on intensive courses in syntax and semantics. The undergraduate honors program should ultimately prepare students to join such a graduate program and to this end we currently encourage these outstanding undergraduates to participate in the mini-course mentioned above.

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

Following the reforms initiated in the Humanities (2007–), the department is affiliated with and makes up a large part (in terms of services and teaching staff) of the newly formed “School of Language Sciences”.

The department is headed by a chair, agreed upon by members of the department for a three-year term that can be extended with the department’s approval for another term. The responsibilities are:

1. Being in charge of the annual academic program as submitted to the authorities.

Each track’s program is its own responsibility, within the confines of external constraints such as general program changes following the reforms, the final amount of “soft” budget (used for non-tenured teaching) and other limiting factors.

2. “Running the department” academically and administratively: responding to the students’ general needs (again, track-internal issues are treated inside each track) by conducting either personal meetings or via e-mail.

3. Holding departmental meetings:

- a. with faculty members (for updates, discussion of various issues, and decision making);
- b. with the students: first year orientation, track-internal meetings and departmental meetings.

4. Representing the department and its interests within the faculty and university administration.

5. Representing the discipline vis-à-vis the general public (general questions, etc.)

Names of holders of senior academic and administrative positions

- **Chair of the Department:** Dr. Eran Cohen (through September 2011); Prof. Moshe Taube
- **Secretary:** Mrs. Shulamit Lasnes
- **Track heads:**
 - Generative: Dr. Ivy Sichel (through September 2011); Prof. Yehuda Falk
 - Structural: Dr. Eran Cohen
- **M.A. Advisors:**
 - Generative: Prof. Edit Doron
 - Structural: Prof. Moshe Taube
- **B.A. Advisors:**
 - Generative: Prof. Yehuda Falk (through September 2011); Dr. Nora Boneh
 - Structural: Dr. Eitan Grossman

3.1.4. The number of students enrolled in the program in each of the last five years according to level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree)

year	BA	preparatory MA	MA			PhD
			no thesis**	thesis	total	
2006-2007	67 (91)*	2 (3)*	4	7	10 (11)*	(3)
2007-2008	74 (93)	4 (6)	3	8	11 (11)	(5)
2008-2009	89 (119)	8 (8)	9	12	19 (21)	(7)
2009-2010	115 (130)	7 (7)	13	14	22 (27)	(8)
2010-2011	114 (137)	7 (7)	13	20	25 (33)	(10)

*The first number stands for students *with* registered courses; the second number (in parentheses) for *all* registered students. The second figure is not very reliable for system-internal reasons, but it does include students (e.g., PhD candidates) who do not register for courses.

**MA without thesis also applies to prospective students who start their MA *conditionally*, namely, that they finish the requirements for BA by the end of the year.

Explanation: the number of students has increased gradually with the merger: from 2008 on, the department offered a generative track for freshmen, the following year (2009) there were both freshmen and sophomores, etc.

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

year	BA*	MA with thesis	MA without thesis	PhD
2006-2007	14	0	0	0
2007-2008	11	2	0	1
2008-2009	10	1	0	0
2009-2010	12	3	0	1
2010-2011	13	5	0	0

Note that all those who continued their studies for an MA degree chose the research-track with a thesis. We consider this a positive point.

* These numbers refer to students who were registered from the beginning of their studies in the Department of Linguistics (unit code 181). For the students who began their studies in the Department of English (unit code 176) and who continued in the Department of Linguistics following the merge of 2008-9 we do not have numbers, since there is no break-down available for the English Department's Linguistics and Literature divisions.

3.2. The Study Program – Contents, Structure and Scope

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

The name of the study program is the **Department of Linguistics**; there are two tracks within the program:

1. **Generative linguistics**, (hereafter Generative track, and in abbreviated form - GT) and
2. **Structural/descriptive linguistics** (hereafter Structural track – ST).

Both tracks are taught in the Mount Scopus campus only.

3.2.2 Please provide in the format of Table 1 (page 14) 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?

Structural track study program

Unlike many other programs of study in the faculty, the structure of studies in the structural track is not based on specific required courses. It is modular and consists rather of categories from which students select courses in order to fulfill a certain – relatively flexible – number of credits. For example, students are required to study a number of languages over the course of their degree. Optimally, a given language is offered every two years, subject to availability of teachers and funding. In consultation with department advisors, students are free to select their language courses from the pool of languages offered. Similarly, students are required to fulfill a number of credits in advanced courses dealing with specific topics in linguistic theory or methodology. Most advanced classes are given every two or three years, and students can select the courses that best fit their interests and schedules. Moreover, there are very few courses that are limited to a certain year (although there are courses that have prerequisites). For example, a student can take a course in historical linguistics at any time in his or her degree, provided that he has taken 'Introduction to Linguistics' or its equivalent.

For this reason, we cannot provide a precise list of which courses students study in their freshman year, etc., but rather the list of categories from which the students select their courses (see table below).

The program of study aims to give students a well-rounded education in the various perspectives on the study of language, without *a priori* limitations to a given theoretical framework or to a single preconception of the nature of language. The program of study is tailored to expose students to the following analytical perspectives, although the weight accorded each perspective is not equal, in part due to their relative importance and in part due to the availability of teachers and funding:

- The **synchronic** analysis and description of the structure of languages and linguistic categories. This perspective is the primary focus of the undergraduate program of studies, since it requires the most training and is to a large extent a prerequisite for other kinds of analysis.
- The **diachronic** analysis of language evolution and change. Beyond the theory and practice of the discipline known as 'historical linguistics,' this domain encompasses the study of language variation and change 'in real time' (sociolinguistics), the study of universals of language change, and language change resulting from language contact.
- The genealogical comparison of related languages and the reconstruction of unattested stages

of languages, known as **comparative linguistics**;

- The **typological** study of the limits to diversity of linguistic structure, based on the comparison of unrelated languages along particular parameters.

- The **dialectological** study of linguistic variation throughout space and speech communities,

In addition to the basic methodological courses (e.g., Structural Analysis of Language), students are required to take courses from two main categories, (1) those dealing with linguistic theory and method, and (2) linguistically-oriented language courses.

Each student in the track is required to study four languages, each of them for two years, namely, at introductory and advanced levels. These languages are not taught in order to give the student a competence in speaking or writing, but rather to develop an intimate knowledge of the structure of the language from a linguistic point of view. Problems of analysis are often highlighted, as are differences between the language studied and its close relatives, issues in the diachrony of the language, and the relevance of the data for evaluating generalizations about language structure found in linguistic literature. The languages are usually taught through a corpus of texts (written or spoken), rather than through textbooks or a teacher's native competence.

In addition, each student is required to study for one year an ancient, "classical" language with a native grammatical tradition (such as Akkadian, Arabic, Greek, Latin or Sanskrit) during his or her freshman year. The language is chosen according to the other languages the student plans to study (for instance, Akkadian naturally goes with Semitic languages).

The four languages are chosen often on the basis of genetic, areal or typological affiliation. Students begin one or two languages in the first year, completing them in the second year. Depending on the number of languages taken in the first year, students begin two or three languages in the second year, completing them in the third year of studies. After three years (the designated length of the undergraduate program) every student who majors in this track has studied four languages in a linguistically oriented framework. This, we believe, gives the student first-hand experience with a wide range of linguistic phenomena, with a taste of the possibilities of linguistic diversity (and its limits), and with some practice in cross-linguistic comparison.

The general linguistics courses are generally taken from the track's program, except a course or courses, amounting to 4 credits, taken from the generative track's program. While many of these courses are similar to topics taught in other linguistics programs, there are quite a few that are not taught elsewhere in Israel, e.g., text-linguistics, language contact, historical and comparative linguistics.

Two of the Gateway courses (Introductory courses in various fields and disciplines) required by the Faculty for all students in the Humanities are taken within the framework of the School of

Language Sciences. One of these courses, Introduction to Linguistics, is co-taught by a member of the structural track.

BA program for a major in structural linguistics		
School of Language Sciences		credits
1. Introduction to linguistics	lecture	2
	tutorial	2
2. Language, society and thought	lecture	3
3. Elective course		1
	total	8

Auxiliary courses		
1. An ancient language preparatory course		8
2. A second foreign language		8
	total	16
Thematic courses		
1. Structural Linguistic Analysis		4
2. General linguistics (basic courses)		6–8
3. General linguistics (advanced courses)		4–6
4. Course(s) from the generative track		4
	General linguistics total	18–22
Language courses		
1. Basic language structure courses		16
2. Advanced language structure courses		12–16
	Language courses total	28–32
	Thematic courses total	50
	Grand total	66

In addition, students have to write two papers, one based on secondary material and one based on a corpus. These papers are treated as worth 4 credits each for the purpose of calculating the GPA, but unlike standard courses, they do not count towards the 120 credits that a student must complete in order to receive a degree.

Minor

As a result of the reforms in the Humanities, students are discouraged from taking two majors (which had been the normal situation in the Humanities until 2006). Instead, they often take a major

and a minor. The minor consists of three languages only, and students do not have to submit seminar papers.

The actual scope of the minor is not fixed, due to Faculty instructions:

- For students whose major is in the Humanities it consists of 36–40 credits;
- For students whose major is in the Social Sciences it consists of 46–48 credits.

	BA program for a minor in structural linguistics		
1st year	General linguistics		credits
	1. Introduction to linguistics	lecture	2
		tutorial	2
	2. Structural Linguistic Analysis	lecture	4
	3. Elementary course(s) in general linguistics		4
2nd–3rd year	Language courses		
	4. Two (2) introductory language courses		8
	7. Advanced course(s) in general linguistics		4
	8. One (1) introductory language course		4
	9. Three (3) advanced language courses		8–12
	Total		36–40

MA

The MA program (see **table 6.1**). is structured in a way similar to that of BA. It consists of general linguistics courses and language courses. The language courses are open to BA and MA students so that MA students may broaden their education in specific language structures. Some courses in general linguistics are designed specifically for MA students but may be attended by 3rd year students with outstanding achievements. MA students may, with the advisor's approval, supplement the courses of the department with suitable courses from other departments.

The structure of the program is as follows:

MA program in structural linguistics		
General linguistics	credits	percentage of grade
General linguistics courses	4-6	
Advanced general linguistics courses	4	
Language courses		
Introductory language courses	12-14	
Advanced language courses	6-8	
Courses total	28	35%
Second foreign language (advanced)	4	
one seminar paper	4	15%
thesis (=expanded seminar paper)		35%
Integrative examination		15%
	8	100%

Here students have more freedom, and can study some of the languages outside of the department. One of the general linguistic courses “Problems in General Linguistics”, is the Departmental Seminar, in which the students have to actively participate, i.e., to report on their work in the form of a lecture.

The Generative track study program

BA program for a major in generative linguistics		
1st year	School of Language	credits
	1. Introduction to linguistics	lecture 2
	One of the following:	
	2. Language, Thought, Society	lecture 3
	3. Language: Between man and the world	4
	Total:	5-6
	Linguistics courses	
	4. Language studies	8
	5. Introduction to Linguistics	practicum 2
	6. Phonology	lecture & practicum 4
	7. Meaning & Context	lecture & practicum 4

	8. Syntactic Theory	lecture & practicum	4
	9. The History of the Discipline A: The formation of the discipline	lecture	2
	10. The History of the Discipline B: The Chomskyan Revolution	lecture	2
		Total:	26
2nd year	11. Morphology	lecture & practicum	4
	12. Issues in Semantics or Discourse Analysis or Lexical Semantics	lecture & practicum	4-5
	13. Principles and Parameters or Lexical Functional Grammar or Syntactic Typology	lecture & practicum	4
	14. Electives		4-8
		Total:	16-21
3rd year	Electives from within Linguistics or Interdisciplinary courses		12-22
	Grand Total		60-66

BA program for a minor in generative linguistics			
	School of Language		credits
	1. Introduction to linguistics	lecture	2
	One of the following:		
	2. Language, Thought, Society	lecture	3
	3. Language: Between man and the world		4
		Total:	5-6
	Linguistics courses		
	4. Introduction to Linguistics	practicum	2
	5. Meaning & Context	lecture & practicum	4
	6. Syntactic Theory	lecture & practicum	4
	7. The History of the Discipline A:		

	The formation of the discipline	lecture	2
	8.The History of the Discipline B:		
	The Chomskyan Revolution	lecture	2
		Total:	14
2nd year	9. Phonology	lecture & practicum	4
	10. One of: Morphology or	lecture & practicum	4-5
	Issues in Semantics or		
	Discourse Analysis or		
	Lexical Semantics or		
	Principles and Parameters or		
	Lexical Functional Grammar or		
	Syntactic Typology		
		Total:	8-9
3rd year	Electives from within Linguistics or		
	Interdisciplinary courses		8
	Grand Total		35-37

Some of the courses listed in the major second year as ‘electives’ are arranged into two clusters of three courses each, out of which students must select at least one course from each 3-course cluster. One cluster is semantically oriented: Issues in Semantics, Discourse Analysis and Lexical Semantics. The other cluster is syntactically oriented and includes the following courses: Syntactic Typology, Principles and Parameters, and Lexical-Functional Grammar (some of these courses are offered every other year.) Students who plan to continue to an MA in our program are required to take two courses in each cluster. These two clusters are collapsed in the minor program, such that students are required to take one course out of all six.

There are two gateway courses in the study program taught by the faculty in Generative Linguistics. The Introduction to Linguistics is co-taught, with one lecturer from Structural Linguistics and one from Generative Linguistics, and the Language, Society, Thought course is taught by a faculty member from Generative Linguistics. Formally, these two courses are offered by the School of Languages, and can be studied as a Gateway course or as Cornerstone course requirement for students in the Humanities and University-wide. The Pragmatics course was offered this year in English, as part of the Combined Stream in the English department. The three Mini-courses (each worth 1 credit) were also offered in Cognitive Science and in Philosophy.

The MA program is structured into two tracks: a research track and a non-research track. The research track includes a seminar paper and an MA thesis, and 20 credits of electives beyond the required courses, whereas the non-research track includes two seminar papers (no longer ‘thesis’ paper) and 40 credits of electives beyond the required courses. Students in both tracks are required to attend the departmental seminar for two years, and students in the research track are required to present their work in this forum.

MA program in generative linguistics		
Required Courses	credits	
Departmental Seminar	4 (2 years)	
Scientific Thinking and Writing In Linguistics	2	
Electives	20-40	
Courses total	26-46	
Other requirements:		
one seminar paper	4	
thesis (=expanded seminar paper)		
Integrative examination		
Grand Total	30-50	

There are two gateway courses in the study program taught by the faculty in Generative Linguistics (The Introduction to Linguistics is co-taught, with one lecturer from Structural Linguistics and one from Generative Linguistics). Formally, these two courses are offered by the School for Languages, and can be studied as a Gateway course or as Cornerstone course requirement for students in the Humanities and University-wide. The Pragmatics course was offered this year in English, as part of the Combined Stream in the English department. The three Mini-courses (each worth 1 credit) were also offered in Cognitive Science and in Philosophy.

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 department, as a recently-formed unit, consists of faculty and students of the two tracks.

According to the agreement reached prior to the merger, each track has sovereignty over its teaching program, except for common courses (e.g., 'Introduction to Linguistics', given in the framework of the School of Language), which are given jointly. Thus, whereas the **external structure** and the credit structure are determined by the Faculty of Humanities, the **internal structure** is determined inside the track. For example, the Faculty requires a number of credits in categories such as 'core courses,' 'auxiliary courses,' 'gateway courses,' which are mostly outside the student's main program of study.

The changes in the study program are mostly triggered mostly by external factors (faculty decisions, retirements, etc.) but sometimes they are internally-initiated, when it is felt that changes and updating are needed and feasible. Changes occur following track-internal consultation, usually in the form of a meeting held by the teachers of the track.

In the past four years, many systemic changes have taken place: the total amount of credits of the minor has been reduced, whereas the requirements in the major have increased, built to accommodate auxiliary courses. These changes have necessitated structural changes.

Generative track

The Generative group is very small and the program is relatively new so we decide on changes together, as a group, and we operate by consensus. We meet with our students, as a group, regularly, at the end of the academic year, to collect feedback about the study program, since it is relatively new and still 'under construction'. A number of changes have been introduced in the past three years, since we joined the Linguistics department, and we have implemented students' suggestions on a number of occasions. The inspiration for our two new courses 'The History of the Discipline' came from students, at the end of their first year, who told us they felt a lack in a historical overview course. There are a number of other new courses in our program: (i) The annual 'History of the discipline courses', (ii) the Gateway 'Language, Thought and Society' course, (iii) The requirement for a foreign language beyond English (iv) the Morphology course is a new course (v) the Phonology course is a new course. (vi) the possibility to take language-related courses from outside of Linguistics as electives is a new option (vii) the Language, Logic, and Cognition reading group is a new graduate level course which is offered now regularly.

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

Structural track

In a small body, there is no such formal mechanism. Generally speaking, all those who are teaching in the structural track are seen as capable of running their courses according to their own understanding. Senior faculty members are asked every year to make a class visit to courses of junior

teachers and write a report. The head of the track may examine the contents of a given course in exceptional cases (e.g., complaints of students). Coordination between courses sometimes occurs on an *ad hoc* basis and following individual and voluntary initiatives. There is no mechanism for regulating such activities, other than the flexible informal ones that have developed over many years of trial and error, learning from one's own experience and that of one's colleagues and peers, and open discussion of what works well and what doesn't.

Generative track

In the generative track, contents are coordinated informally at faculty meetings, where contents of new courses are discussed. As mentioned above, there are quite a few new courses that have been developed in the last three years. As expected, the teacher is responsible for most of the development of course materials, but there is also a significant amount of non-formal joint planning and feedback. In addition, senior faculty do a class evaluation once a semester of the courses taught by junior pre-tenure faculty. There is a class visit and a written form is kept in the teacher's file.

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

Structural track

We aim at maintaining and expanding our program of study with new teaching staff capable of providing language-specific as well as general courses, dealing with the theoretical, typological and comparative aspects of linguistic research. We plan to strengthen existing specializations and develop new inter-departmental programs of studies, in cooperation with the School of Language Sciences and with other language-oriented departments, for instance, with the Department of Romance Studies.

Generative track

As stated above, we have implemented many changes in the last three years. The study plan has been restructured and a variety of new courses have been developed and this has been done jointly. Our future plans for development involve mainly the graduate program. We are a small faculty and up until now our focus has naturally been the undergraduate program plus the two other Gateway courses that we provide for the School for Languages. We realize, however, that in order to improve our graduate program it is important to offer introductory, graduate level, courses in the core areas of linguistics which the faculty of our program specializes in: syntax, semantics, pragmatics. This is difficult (in fact, close to impossible) to implement in the current size of the faculty and will depend to some extent on the future development of the Language Logic Cognition Center (LLCC).

Another plan for future development in the not too distant future involves adding more intensive training in areas of psycholinguistics. There is an enormous demand on the part of our students for training in experimental methods in psycholinguistics, in both behavioral and neurolinguistic paradigms. This is reflected, among other things, in the fact that many of our good students are employed in psycholinguistic labs in the psychology department, including undergraduate students. These students realize that they are not using the full extent of their linguistic training but nevertheless some of them choose to do their graduate work in these labs. This is a pity, and we think it is very important to offer our students training in these areas from a more linguistically-informed perspective, which we could do if our faculty included psycholinguists. This relates to the previous point about development of our graduate program and the future development of the Language Logic Cognition Center.

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

Structural track

Despite the enormous efforts of the teaching staff (for instance, teaching more weekly hours than the standard teaching load, giving ad hoc tutorials for topics not covered by regular classes in a given year, much time spent with advising students) the achievement of the goals as stated in the mission statement is only partial, due to continuing diminishing of the number of positions and of “soft” budgets for teaching.

However, in providing our students with first-hand access to the structural diversity of languages as well as the skills (deemed *sine qua non*) to approach and start working on any unknown language, we achieve one of our most important goals. The students do get to know (from first-hand analysis, rather than a list of features) several language families and the relationships among them. We thus maintain the link between linguistic theory and hard linguistic data.

The main strength of our program lies in the variety of specializations offered, as well as the ability to give the students a first hand experience with a range of languages.

Decrease in the number of teaching staff in recent years makes it harder to maintain this variety, especially as regards the MA studies.

Generative track

The main strength of our program is its breadth and depth. On the one hand, students receive in- depth courses in core areas in theoretical linguistics. This is reflected in required courses in Phonology, Morphology, Semantics, Syntax, Pragmatics, Lexical Semantics and in the seminars offered every year in these areas. At the same time, students are also exposed to the interfaces

between the study of language and adjacent fields. This is reflected in the Gateway course 'Language, Thought, Society', and also in the structure of the elective courses, where they are encouraged to take relevant courses from Cognitive Science, Philosophy, Psychology, Education, and Computer Science (we cite the relevant courses from other departments in the Electives section of the Study Plan. Beyond this though, it is difficult to give more detailed evaluation of the program since it is only in its third year in its current form in the Linguistics program.

The Department

Strengths:

We strongly feel that the unique make-up of our department, with a cadre of linguists who specialize in careful descriptive analysis of specific languages, as well as in typological, historical and comparative treatment of several languages, on the one hand, and linguists working in more cognitively oriented frameworks, on the other, provides the basis for the development of an extremely strong department offering a wide range of opportunities to students with varying academic interests. This should in principle allow us to develop an outstanding program of study with real choice for students, managed in a spirit of cooperation, but without blurring the true differences between the approaches of the two tracks. Such a Department will be able to attract excellent students of all kinds.

Weaknesses:

We have not yet been able to realize the full potential made available by the new make-up of the department. We have not yet fully developed the common language which is a prerequisite for this, as we are still in the process of trying to determine which forms and what scope of cooperation between the two tracks would most benefit the education of our students. The students themselves are just beginning to realize the academic potential of the existence of these two tracks in the department.

6.1 - The Study Program - Table no. 1

Academic Year of Evaluation* - (2011)

Framework of study: double track

Structural track

For a detailed explanation of the structure of the study program see section 3.2.2

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	Introduction to Linguistics	oblig	2	—	1	1			M. Taube N. Boneh	Professor Lecturer
		Introduction to Linguistics - Tutorial	oblig	2	—	1			22	O. Eshel	teaching assistant
	2	Problems in linguistics: a tutorial	oblig	2	—	1			16	E. Miller	teaching assistant
	1&2	Structural Linguistic Analysis	oblig	4	—	2			37	E. Cohen	Senior Lecturer
		Introductory Latin or Introductory Greek or Introductory Akkadian	one of which is obligatory	8	—	4				(other departments: Classical Studies/Archaeology)	
1–2	1	The Basic Elements of Classic Arabic	(lecture&) exercise one of which is obligatory	4	—	4			9	M. Marmorstein	teaching assistant
	1&2	Introduction to Neo-Aramaic		4	—	2			16	E. Cohen	Senior Lecturer
		Introduction to Contemporary Dutch		4	—	2			12	M. Daniels	teaching assistant
		Intro. to The Structure of Yiddish		4	—	2			24	M. Taube	Professor
		Basics of Modern Welsh Structure		4	—	2			21	A. Shisha-Halevy	Professor

1–3	1&2	Topics in West-Germanic Languages: Dutch, Afrikaans-Frisian	exercise	2		1			2	M. Daniels	teaching assistant
2–3	1	Relative Clauses	seminar	2		1			21	E. Cohen	Senior Lecturer
	2	Structural Syntax		2		1			22	E. Cohen	Senior Lecturer
	1&2	Topics in Areal and Socio-linguistics	seminar	4		2			13	L. Naiditch	Associate Professor (qamea scholar)
		Topics in Amharic Grammar	seminar	4	Introductory Amharic	2			5	A. Teferra	adjunct teacher
		Topics in Old Babylonian Syntax		4	Introductory Akkadian	2			4	E. Cohen	Senior Lecturer
		Topics in Sahidic Coptic Syntax		4	Introductory Coptic	2			9	A. Shisha-Halevy	Professor
		Topics in Modern Irish Syntax		4	Introductory Irish	2			16	A. Shisha-Halevy	Professor
		The History of The Germanic Languages: Old & Middle High German		4		2			7	L. Naiditch	Associate Professor (qamea scholar)
		Icelandic Topics in Old Grammar			4	Introductory Old Icelandic	2			10	L. Naiditch
Total											

12

¹ These language courses continue throughout the BA: each student has to study four languages, each for at least two years. In their first year, they generally take one language and start with the other languages in their second year. A detailed explanation of this structure is given in 3.2.2.

² This course constitutes the second part of the language course.

MA 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	Grammaticalization	seminar	2	—	1			17	E. Grossman	Teaching associate
2	Topics in Text Linguistics	seminar	2		1			14	A. Shisha-Halevy	Professor
1&2	Topics in linguistics: Departmental seminar	oblig seminar	2	—	2				(senior staff)	
	History of Structural Linguistics	seminar	4	—	2			7	L. Naiditch	Associate Professor (qamea scholar)

The courses in the table are specific MA courses.

Generative Track

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	Intro to Linguistics	Obligatory	2	None	2			102	Nora Boneh & Moshe Taube	Lecturer & Full Professor
		Intro practicum	Obligatory	2	None		2		16	Adi Shamir	Teaching Assistant (TA)
		History of the Discipline of Linguistics I	Obligatory	2	None	2			33	Elitzur Bar Asher	lecturer
		Meaning & Context	Obligatory	4	none	4			14	Pnina Moldovano	TA
	2	Language, Society, & Thought	Obligatory (Gateway)	2	None	2			124	Edit Doron	Full Professor
		Lang. Soc, Th practicum	Obligatory	1	None		1		124	Galit Agmon, Ilona Spector, Avigail Tsirkin-Sadan	TAs
		Phonology	Obligatory	4	Intro to Ling	4			15	Yehuda Falk	Assoc Prof
		Syntactic Theory	Obligatory	4	Intro to Ling	4			24	Nora Boneh	Lecturer
2	1	History of the Discipline of Linguistics II	Obligatory	2	none	2			28	Malka Rappaport Hovav	Full Professor
		Morphology	Obligatory	4	Intro to Ling	4			23	Yehuda Falk	Assoc Prof
		Issues in Semantics	Elective	4	Meaning & Context	4			9	Edit Doron	Full Professor
		Issues in Semantics Practicum	Elective	1	M&C		1		9	Tali Arad and Noam Zigelman	TAs
		Discourse Analysis	Seminar (BA)	4	M&C	4			15	Yael Ziv	Assoc Prof

	2	Syntactic Typology	Seminar (BA)	4	Syntactic Theory	4			17	Yehuda Falk	Assoc Prof
		Principles & Parameters	Seminar (BA)	4	Syntactic Theory	4			4	Ivy Sichel	Lecturer
		Pragmatics	Seminar (BA)	4	M&C	4				Yael Ziv	Assoc Prof
3	1	Grammatical Functions	Seminar (MA)	4	Syntactic Theory, LFG course	4			6	Yehuda Falk	Assoc Prof
		Aspect and Modality	Seminar (MA)	4	Syntactic Theory	4			6	Nora Boneh	Lecturer
		The real-time construction of Logical Form	Seminar (MA)	1	Syntactic Theory, Issues in Semantics	n/a			3	Danny Fox & Martin Hackl	Visiting Professors
		Psycholinguistic investigations in processing and acquisition	Seminar (BA)	2	Intro to Ling	2			13	Inbal Arnon	Adjunct Lecturer
		Machine learning and the cognitive aspects of language	Seminar (BA)	2	Intro to Ling	2			5	Mori Rimon	Adjunct Lecturer
	2 1+2 (annual)	The Semantics of Pronouns	Seminar (MA)	1	Issues in Semantics	n/a			7	Philippe Schlenker	Visiting Professor
		The Representation of Information Structure	Seminar (MA)	4	Pragmatics	2			10	Yael Ziv	Assoc Prof
		Distributed Morphology	Seminar (MA)	4	Syntactic Theory	2			7	Malka Rappaport-Hovav & Edit Doron	Full Professors
		The Poverty of the Stimulus: Critical Evaluation	Seminar (MA)	2	none	1			10	Malka Rappaport-Hovav	Full Professor
Total											

MA Program

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
n/a	1	Grammatical Functions	Seminar (MA)	4	Syntactic Theory, LFG course	4			6	Yehuda Falk	Assoc Prof
		Aspect and Modality	Seminar (MA)	4	Syntactic Theory	4			6	Nora Boneh	Lecturer
		The real-time construction of Logical Form	Seminar (MA)	1	Syntactic Theory, Issues in Semantics	n/a			3	Danny Fox & Martin Hackl	Visiting Professors
	2	The Semantics of Pronouns	Seminar (MA)	1	Issues in Semantics	n/a			7	Philippe Schlenker	Visiting Professor
	1+2 (annual)	The Representation of Information Structure	Seminar (MA)	4	Pragmatics	2			10	Yael Ziv	Assoc Prof
	1+2	Distributed Morphology	Seminar (MA)	4	Syntactic Theory	2			7	Malka Rappaport-Hovav & Edit Doron	Full Professors
	1+2	The Poverty of the Stimulus: Critical Evaluation	Obligatory Seminar (MA)	2	None	2			10	Malka Rappaport-Hovav	Full Professor
	1+2	Departmental Seminar	Obligatory Seminar (MA)	2	none	2			11	Lecture Series, various	n/a
	Total										

3.3 Teaching 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 steps taken to evaluate teaching are the same as those taken by the faculty of humanities in general. First, senior teachers visit the classes of junior lecturers and adjunct teachers and they write reports about the classes. These reports are often considered by teachers to be a valuable source of criticism. Second, students fill out online evaluation reports at the end of each semester. These evaluations are taken very seriously by the university and by the faculty of humanities. The results of the teaching surveys are made available to students as part of the course description in the course catalogue. Outstanding teachers are awarded congratulatory letters by the Rector and the Department Chair, and their names are publicized by the university on Outstanding Teachers posters hung in every department and throughout the campus. The best teachers are also awarded a Rector's prize for outstanding teaching. Yet, it should be borne in mind that since these evaluations are not obligatory, they sometimes rely on a small sample of respondents and therefore may not truly reflect the class attitude. Another drawback is that students' criteria for evaluation may be inadequate, especially first-year students'. There are often therefore gaps between the evaluation done by students' and the evaluation done by senior faculty members. Perhaps due to these concerns, teachers often have little faith in the accuracy or helpfulness of teaching evaluations, especially since it became an online process, given that any student who registered for the course may fill out an evaluation, regardless of whether or not he was present in class or completed his assignments. As such, teachers perceive the evaluations to be a measure of many things, but excellence in teaching is not one of them.

Nonetheless, teaching evaluations are also an important factor in faculty promotion and are considered seriously by promotional committees for all levels of promotion. For tenure promotion, two senior faculty members attend two lectures in two different courses given by the candidate and they submit a Teaching Skills Report to the promotional committee.

We also conduct informal conversations with our students in order to get a more detailed idea about teaching and about the study program more generally. This is done in three different forums. First, we hold student-staff meetings every semester (generative track) or every year (structuralist track) at which students are encouraged to talk about the curriculum and its strengths and weaknesses. Second, the generative track has instituted a mentoring program, in which each student is assigned a 'mentor' from the senior faculty; mentors ask about curriculum and teaching at these one on one meetings. In the structuralist track, no specific mentor is assigned but students meet with

faculty members at least once a year to discuss their program of study and progress. Moreover, teachers have active office hours, which students take advantage of regularly, and many teachers make themselves available outside their office hours as well. Finally, teachers in both tracks have informal conversations with their students regarding the course and their teaching.

Does the unit act in order to locate and encourage excellent teachers?

Yes, but to a limited extent. The department has a limited influence on the selection of new tenure-track faculty members, due to the nature of the recruitment process, which is conducted primarily outside of the department. In terms of the support given to candidates for tenure-track positions, considerations of teaching are taken into account as much as excellence in research.

The department does act to locate and encourage excellent teachers, to the limits of its abilities. For example, it strives to provide graduate students with teaching opportunities, in order to give them experience and in the long run to evaluate their teaching skills. However, funding for graduate student teaching has been limited drastically over the past few years, which limits the department's ability to achieve these goals.

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 institution offers only limited training and support. There is a workshop offered annually for teachers with poor evaluations to improve teaching skills. Recently, the Rector's office started organizing one-day seminars for new faculty. There is also support, in the form of one-day seminars, for using the computer environments HighLearn and Moodle.

However, currently there is no pedagogical unit that offers support to teachers who require assistance or advice, although such a unit is being developed. Moreover, graduate students receive little opportunity to gain teaching experience, since the budget for non-tenured teaching has shrunk drastically in recent years.

Each track in the department, on the other hand, provides informal feedback and help in teaching. Teachers often discuss problems, teaching and evaluation strategies, and other issues, from a point of view that is often directly relevant (viz., to the teaching of linguistics).

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 is using other methods of evaluation, please specify them.

See appendix.

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

It is more and more pervasive in the unit that courses are accompanied by an e-learning system: the HighLearn System ("OWL") was replaced this year by the Moodle System. In this website, every lecturer or teacher may open a special site for his/her own course/courses; many teachers in the unit, if not most, use this website to post reading materials, syllabi, assignments, solutions, lecture notes, and this is how students in these courses access the course materials.

In class, teachers often use information technology in the form of presentation programs (e.g., Powerpoint), although these require a classroom with a computer, which is not always available (and when available, often have technical problems).

3.3.4 Learning Outcomes

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

Structuralist Track

The program has three main kinds of Learning Outcomes.

- a. General skills
- b. Specific skills
- c. Knowledge

General skills are those that every university student is expected to acquire in the course of his or her studies: the ability to read and think critically, to write in a coherent and appropriate fashion, and to undertake original research.

Specific skills are those that pertain to linguistics, e.g., the ability to analyze linguistic structures of various sorts and from diverse perspectives. The structural track places an emphasis on the ability to read and analyze linguistic argumentation. Beginning in the first year (e.g., in a course called 'Problems in Linguistics'), students are expected to deal with articles and book chapters that were *not* written expressly for undergraduates. This is intended to encourage students to work independently, to track down concepts and terms that are unfamiliar to them from their introductory courses, and, in general, to stretch their minds. Students are often required to summarize and synthesize materials from different sources, focusing on both empirical data and on the analysis of linguistic argumentation.

Also emphasized are the skills necessary to analyze and describe languages. These skills are acquired in the language courses taught in the track.

Knowledge refers to the body of knowledge that young linguists ought to have: a good knowledge of a range of languages beyond his or her mother tongue; a basic knowledge of the history of linguistics as a discipline; a basic knowledge of the various kinds of theoretical and

methodological approaches to language current today; a knowledge of the basics of the various ‘levels’ of linguistic analysis (e.g., phonology, morphology, syntax, etc.); a knowledge of a range of other domains of research, depending on the student’s particular interests (e.g., historical and comparative linguistics, language contact, text-linguistics, sociolinguistics, typology).

The types of learning outcomes are set by the head of the track, together with the teaching staff. These three types have been consistently emphasized for many years, although the specific content of the skills and knowledge change with the times.

Beyond the skills and knowledge discussed above, the structuralist track aims to inculcate in the students the habit of challenging received assumptions and asking new and interesting questions about language.

The structuralist track places a high priority on developing students’ abilities to conduct independent research. A student who has completed a degree in linguistics should be a linguist, albeit one with limited experience, and should be prepared to conduct research at a more advanced level. However, we recognize that not all students are interested in or capable of pursuing advanced research, and the training offered has proved helpful for students who go on to work in language teaching, translation and editing, or academic pursuits in another fields (e.g., computer science, cognitive studies, anthropology, literary studies, and various area studies, e.g., East Asian languages and cultures).

Generative track

The program in generative linguistics is designed to combine the study of contemporary linguistic analysis with the study of languages and the study of language in its broader philosophical, psychological and cultural aspects. Our intended learning outcomes can be described along three different dimensions (this order reflects ease of exposition, not relative importance):

1. Knowledge of various sorts.
2. General academic reading and writing skills.
3. Critical thinking in linguistics.

The emphasis in the generative track is on the principles and methods of analysis in contemporary linguistic theory. The core courses in our program are structured around the levels of linguistic analysis (phonetics, phonology, morphology, lexical semantics, syntax, compositional semantics, pragmatics, discourse analysis). These courses present students with empirical and theoretical bodies of knowledge. They emphasize theory-building and the relation between linguistic facts and the theories which are designed to account for them. Since we also believe that an in-depth focus on a particular language is an important part of a linguistic education, our students are required to study one or two languages. We also believe that the study of linguistics should be situated within the broader context of the study of language in its various interfaces, and offer a variety of electives in areas which address language in its broader philosophical, psychological, and cultural aspects.

These include Philosophy of Language, Cognitive Science, Computational Linguistics, Language and Society, Language and Thought, Language and Evolution, and a variety of courses in the Hebrew Language department and other language-related departments in Humanities.

Beyond the study of languages, and the empirical and theoretical bodies of knowledge associated with these areas of study, our program emphasizes academic reading and writing skills (in both Hebrew and English), critical thinking, and in particular, critical thinking in linguistics. Students start reading original texts in linguistics in their first year (the two History of the Discipline courses), and the bibliographies for our third year undergraduate seminars include original research papers which are studied in class. In some of our courses students are required to regularly submit 'reading reports' in which they practice reading, writing, and analytic skills by summarizing main points and critically commenting on the reading material. Frontal lectures in our program are in Hebrew and in English and both reading and writing assignments are in Hebrew and English.

A major principle which guides the design of our curriculum is our investment in 'bringing up' potential MA research students; we believe that all of our undergraduate students have the potential to do graduate research work. At the same time, we are aware that this may not be the reality of all of our students, and so our program also reflects the kind of linguistic education we believe to be vital for future teachers of language and literature, and for future writers, translators, and copy editors.

The intended learning outcomes were set over the years through discussions among faculty members. They have been revised and updated periodically, and especially in the past few years, since our move from the English department to Linguistics, where there is a much better fit between our intended and expected learning outcomes and the student population in our classes.

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

3.3.4.2.1. 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.).**

Structural track:

In the structuralist track, there is a strong preference for intensive classwork and written assignments that emphasize analysis rather than rote learning. The final grade is often the result of a grade given for in-class participation (including homework, quizzes, and participation in discussions) and a grade given for a final paper or take-home exam. Insofar as teachers give formal final exams, they almost invariably comprise open questions rather than multiple choice or true-false. In many courses, beginning from the first year, students have the option of writing a paper on a topic of their choice (in consultation with the teacher), rather than taking an exam.

The relative weights given the grades for classroom participation and final papers differ from teacher to teacher.

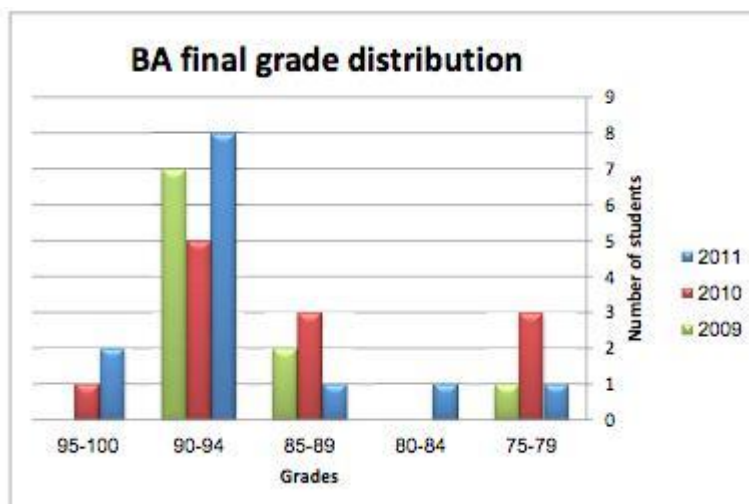
Generative track

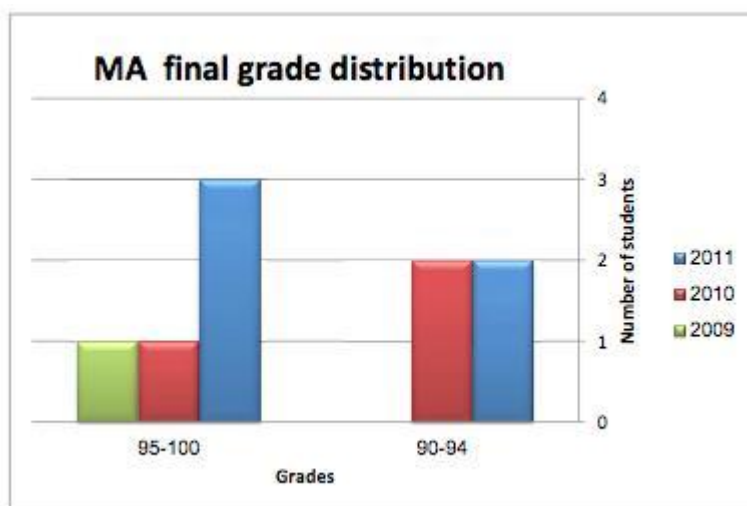
Examinations in the track never comprise the entire grade. Typically, the weight of an exam is 50%-60% of the overall grade. In basic, non-advanced, courses, an exam is typically given in class. In some courses, the exam is open-book and notes, but not in all classes. All exams have open questions; some exams also include sections asking short questions and mainly definitions of theoretical concepts, and sections requiring a mini-analysis of data or an essay. Almost all exams include some form of 'problem sets' and no exam is a multiple-choice exam. Exams in more advanced courses are take-home exams, in which students are given a substantial period of time to work, 1 week – 3 weeks. A take-home exam of this sort can ask students to compare up to four different theories with respect to a basic, given, concept, or alternatively, can ask students to work on more complicated problem sets or can ask questions which also require students to provide data on their own. The latter kind of question is typically an 'extra credit' question.

b. Who constructs the examinations and how is the validity of the examinations assessed?

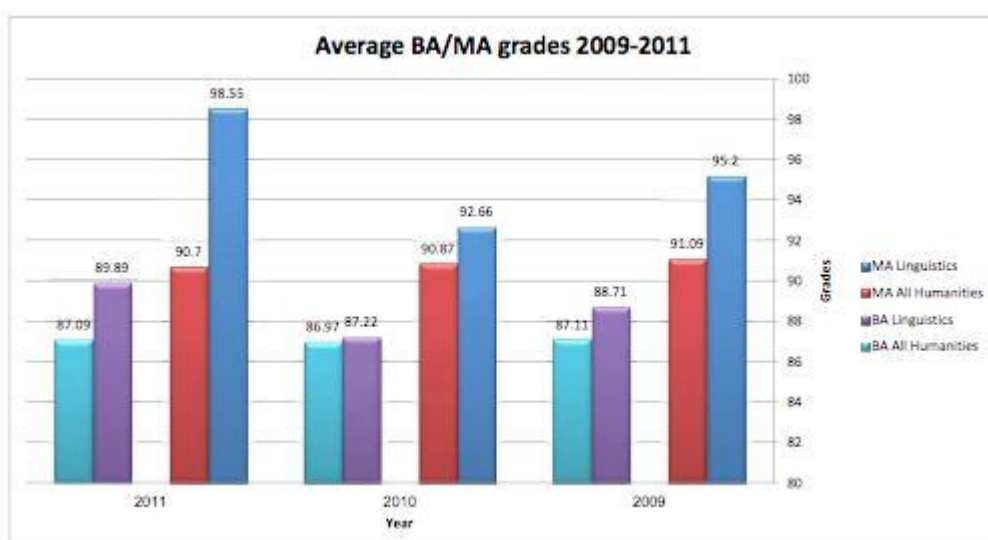
Individual teachers construct their exams and decide on grading policy. In courses with tutorials there are mechanisms in place for insuring that all the tutorial teachers are grading on the same scale, such that no tutorial unit ends up with a grade average much higher or lower than the other grades in the course. No formal mechanisms are in place to ensure grade parity in ordinary, non-divided, courses. However, the 'validity' is often assessed through informal consultation with other teachers, who share their experience and preferences with each other.

c. 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.





- d. If the relevant information is available, please present (in the format of 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.



3.3.4.2.2. Written assignments (projects, thesis, 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).

Structural track:

The structuralist track places a considerable emphasis on written assignments of various types, including:

Exercises: Students are usually expected to submit written exercises of various types and lengths, e.g., summaries of reading assignments, exercises in linguistic analysis, etc. In classes whose

focus is on the study of a particular language, these exercises are often not submitted but rather discussed in class.

Take-home exams: as described above, the general preference in the track is for take-home exams that emphasize analysis rather than rote learning.

Lectures: In advanced classes and seminars, students are usually expected to give a lecture on a topic that they have prepared in advance, and to submit a written version of the lecture.

Course papers: In many courses, especially (but not only) advanced classes and seminars, students are required to write a research paper on a topic related to the subject matter of the course, usually between 8-12 pages in length. The students develop a research question in consultation with the teacher, often with several 'rounds' of discussion, locate appropriate primary and secondary materials, and produce one or more preliminary drafts. This type of written assignment is considered important to educate students in the process of conducting independent research.

Final BA papers: Each student is required to write two final BA papers, in lieu of a 'Senior Thesis' of some kind. One of the two papers must constitute independent empirical research on a specific topic in descriptive or theoretical linguistics. The second paper may rely entirely on secondary literature. The purpose of the second paper (which is often the first one written) is to train students in the skills needed to write research papers, e.g., summarizing and synthesizing data and evaluating arguments.

Thesis: MA students write two research papers in the course of their studies. The first is a research paper on a topic chosen in consultation with a teacher or teachers. The second is roughly equivalent to a thesis, with upper and lower length limits (ca. 40-80 pages). This paper is assigned a second reader (other than the supervisor) by an external committee within the Faculty of Humanities. Interdepartmental cooperation is common, since it is normal for students to work on the linguistic analysis of a language which they have learned in the framework of another department (e.g., Chinese, Arabic).

Generative track

A variety of written assignments are required in our program. Some basic core courses complement the final exam with written work, sometimes comprising 40%-50% of the grade. This can be homework assignments handed in on a regular basis (Phonology, Morphology, Semantics, Syntactic Theory), or written responses to the reading material. Advanced courses and Seminars require a short paper, usually 8-10 pages long. Sometimes this is structured around a reading of the student's choice, and sometimes the topic is completely open, determined upon consultation with the teacher. Teachers typically spend quite a lot of their office hours helping students choose paper topics and helping in the development of ideas in course papers and seminar papers. Seminar papers are usually 20-25 pages long, and include 10-15 bibliography items; undergraduate students are required to write two seminar papers. Finally, graduate students write a thesis for the MA and Phd degrees.

Teachers in both tracks of the department usually devote a generous amount of time to help students choose topics, develop ideas, and present them in academically suitable style, from the very beginning (the short final paper) because we believe that academic writing can only be learned hands-on and students need as much guidance and support as possible.

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

Teachers construct their assignments individually. No formal apparatus for checking the validity of assignments is in place. The validity is assessed informally, through mutual consultation.

c. 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?

Teachers mentioned the following criteria in evaluating students' papers: Addressing the chosen topic; internal consistency, coherence, and logic; ability to present linguistic examples and discuss them; ability to present a theoretical proposal and integrate primary and secondary sources into the presentation; ability to compare different theoretical proposals; clarity; correct use of references, footnotes, and transliteration (in linguistic examples). Evaluation of written work in the graduate program usually involves all of the above criteria, and in addition: ability to construct an argument and the strength of the argument; bibliography; choice of topic; originality.

Teachers typically write lengthy comments on the papers, throughout the paper and at the end an overall evaluation in writing. Students are encouraged to meet with professors before choosing a paper topic, to discuss options; after choosing a topic, to discuss possible ways to develop the topic; and at any point in the writing process. Students are also encouraged to meet with professors after the paper is graded to discuss in more detail the written feedback. As a small department, our goal is to give maximal personal attention to those students who are pursuing research or intend to pursue research in linguistics and to provide as much guidance and help as possible.

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

Not available.

3.3.4.3. Please specify the number of graduates who graduated with honors.

Honors are decided by the institution, and as such, constitute an external evaluation of the merit of the students.

2011 BA 6 (out of 13)

MA 3 (out of 5)

2010 BA 4 (out of 12)

MA 1 (out of 3)

2009 BA 2 (out of 10)

MA 1 (out of 1)

3.3.3.4 Other - any other methods applied to measure the achievements of the students used by the institution.

Most teachers mentioned active participation in class discussions as constituting about 10% of the grade in small classes and seminars. Some teachers also require oral presentations in some courses. Some teachers mentioned a few other criteria for evaluating overall contributions to class (including speech and writing): the identification of a research topic not included explicitly in the course material; the use of materials which are not part of the course bibliography; curiosity, and originality.

3.3.5. In summary, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Do you think that the intended LO were achieved by the students?

It is not so clear that the methods applied to evaluate teaching performance achieved their goals. One problem is that ever since the procedure is done online (rather than in class), less and less students participate in the survey, and it is possible that those who do participate do not reflect the group of students who take the course. The online teaching evaluations are of uncertain value for measuring learning outcomes, and many teachers consider them of little value for assessing teaching performance, for reasons mentioned above.

Structural track

The methods applied are successful to an extent. Linguistics is a demanding and challenging field of study, and the program as it is currently designed requires considerable personal initiative from students. Students who are motivated to invest time and energy – and reflection – in their studies often exceed expectations, while those who do the bare minimum necessary to complete a degree achieve correspondingly little in terms of learning outcomes. As a rule, students who complete a degree in this difficult field are highly motivated, and even the less successful students are still quite good, on the balance.

The methods applied are those that teachers have developed over decades of trial and error, with much flexibility and willingness to learn from experience. They are highly appropriate for evaluating the achievements of students in relation to the learning outcomes valued by the teaching staff and built into the program of study. The teaching staff is open to changing methods when they

are no longer appropriate. For example, students used to be required to pass an integrative examination before being granted a degree. When it became apparent that this examination was no longer serving its purpose, it was discontinued.

The most accurate diagnostic of the success of students seems to be the substantial written assignments, e.g., the undergraduate research papers. It is in these papers that one best sees the skills and knowledge that students have acquired. In no few cases, the research conducted by students constitutes a real contribution (even if sometimes a small one) to linguistics. Many of our students present the result of their research in international or domestic conferences, and in some cases, students eventually publish the results of research conducted during their undergraduate study; this is even more common for graduate (MA and PhD) students.

On the negative side, the shrinking number of teachers (due to retirement with little replacement with tenure-track positions) means that teachers have to teach more classes, supervise more papers, and bear more of the administrative burdens, which has a negative effect on our ability to ensure that vital domains of linguistics are adequately taught. In practice, this means that we have had to downsize our expectations in terms of learning outcomes.

Nevertheless, an external evaluation of the achievements of our students can be measured in part by their acceptance to prestigious graduate programs, often with full funding, outside of Israel. In recent years, our students have been accepted to PhD programs in the United States, Germany, Netherlands, France, the United Kingdom, and Australia, often at high-ranking universities with prominent linguistics programs.

Generative track

Our program is now in its fourth year, so it is too early to tell whether the intended LO were achieved. It seems though, to all teachers in the program, that there is now a much better fit between our intended Learning Outcomes and the level, the preparation, and the achievements of students in the program. An informal indication that at least some of our intended Learning Outcomes have been achieved is the level of academic involvement of our advanced undergraduate students. A significant number of students at this level come to events that are primarily geared toward graduate students, such as the Mini-courses offered annually by the Language Logic Cognition Center. A significant number of undergraduate students also attended a summer school in linguistics this summer (The Egg). We believe that these two parameters are good indicators of future involvement in the field, and in that broad sense, our intended LO have been achieved by this student group.

6.3 - Table no. 3
Average Score of Teaching Surveys in the Last 5 Years
Department of Linguistics

Range of scores: 1-22.25

Academic Year <u>2010-11</u>								
1 st semester					2 nd semester			
	Per course	Per teacher			Per course	Per teacher		
Mean	16.41	17.07			NA	NA		
N. of courses	11	11						
Academic Year <u>2009-2010</u>								
1 st semester					2 nd semester			
	Per course	Per teacher			Per course	Per teacher		
Mean	16.38	17.51			14.83	15.93		
N. of courses	11	11			23	23		

Academic Year <u>2008-2009</u>								
1 st semester					2 nd semester			
	Per course	Per teacher			Per course	Per teacher		
Mean	17.89	18.21			16.49	17.62		
N. of courses	6	6			17	17		
Academic Year <u>2007-2008</u>								
1 st semester					2 nd semester			
	Per course	Per teacher			Per course	Per teacher		
Mean	13.75	15.33			14.45	15.67		
N. of courses	4	4			15	15		

Explanations and comments:

The required information was not fully available. The faculty keeps averages per course and per teacher.

The fifth year is unavailable, as the university did not keep records, due to a strike.

The merger that the department underwent happened in 2008-9.

3.4 Students

3.4.1 Please provide in the form of a table the number of students enrolled in the program (on all levels) over the past 5 years.

See Tables below. The numbers provided are for the years 2007-2011. The data for the first two years do not include students of the generative track who were enrolled at the time at the Department of English, which had three tracks: Literature, Linguistics and combined Ling/Lit, since the numbers for the different tracks were not available to us.

3.4.2 What are the entry requirements/criteria for the program and the actual admission data (first degree and advanced degrees), including the "on probation" status.

The general requirements for admission to all BA degree programs at the University are as follows:

- Entitlement to the Israeli Matriculation Certificate ("Bagrut")
- An appropriate score on the Israeli Psychometric Test.
- Knowledge of the English language – meeting the University's minimum requirements (Level 3).
- Knowledge of the Hebrew language – meeting the minimum language requirements for students

who did not attend a Hebrew-language high school.

The regular admission procedure is based on a weighted average of the matriculation Exams (50%) and the Psychometric Test (50%). Candidates with the highest average are admitted according to the number of places available.

There are several exceptions to this procedure:

- Applicants with a recognized academic degree from an Israeli institution are admitted, without need for a Psychometric Test score.
- Studies in one-year preparatory programs at the Universities of Tel Aviv and Jerusalem are recognized in lieu of a high-school matriculation certificate;
- Direct admission- applicants with very high grades in the Matriculation need not submit Psychometric test score; for applicants with a very high Psychometric score and a valid Matriculation Certificate, the Matriculation Certificate score is not weighted.

Applicants from abroad are required to submit a high-school diploma equivalent to the Israeli Matriculation, or an attestation of previous academic studies abroad. Alternatively, they may submit an attestation of study at the one-year preparatory program for new immigrants at the Universities of Tel Aviv or Jerusalem.

Admission to MA studies requires an average score of 85 in the candidate's overall BA studies and an average score of 85 in the studies of Department where they pursue their studies, for those who choose the research track with thesis, and an average score of 80 for those who choose a non-research track without thesis.

Students with a BA degree in a different field are required to study preparatory courses which may take up to two years and to write a seminar paper. In order to be admitted to the non-research MA program they need to achieve an average score of 80 in these preparatory courses.

The requirements for being eligible to a candidacy for PhD studies include a research-track MA degree with an average score of 85 and a grade of 90 in the MA thesis.

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

<i>year</i>					<i>Group</i>	Degree
2011	2010	2009	2008	2007		
159	148	167	164	129	<i>candidates*</i>	BA
74	75	91	86	79	<i>admitted**</i>	
39	43	50	34	26	<i>enrolled 1st yr.</i>	
13	12	10	11	14	<i>graduated</i>	
19	23	21	10	6	candidates	MA
9	10	13	3	2	<i>admitted**</i>	
8	8	11	2	2	<i>enrolled 1st r.</i>	
5	3	1	2	0	graduated	

* All applicants who chose Linguistics as an option in one of the four priority ranks.

** Including students whose candidacy was cancelled due to admission to a program they chose as higher priority

Number of Students enrolled 2007-2011

(Table derived from file supplied by admissions office hug181_2007_2011)

	BA					MA							PhD	Total all degrees
year	1st yr.	2nd yr.	3rd yr.	4th yr.+ BA	total BA	1st yr.	2nd yr.	3rd yr. +	with thesis	no thesis	total MA			
2007	28	19	14	7	68	2	5	2	6	3	9	4	81	
2008	33	13	17	13	76	2	2	6	8	2	10	4	90	
2009*	54	15	12	8	89	13	1	4	10	8	18	8	115	
2010	42	46	11	14	113	9	9	4	13	9	22	8	143	
2011	41	30	36	10	117	11	8	8	15	12	27	10	154	

* From this year on the numbers refer to the merged department with its two tracks.

As can be seen from the tables above, the students enrolled in the program (and this is valid for the Faculty of Humanities as a whole) do not constitute a "class" that begins its studies in a given year and graduates three years later. This is due to administrative and financial factors.

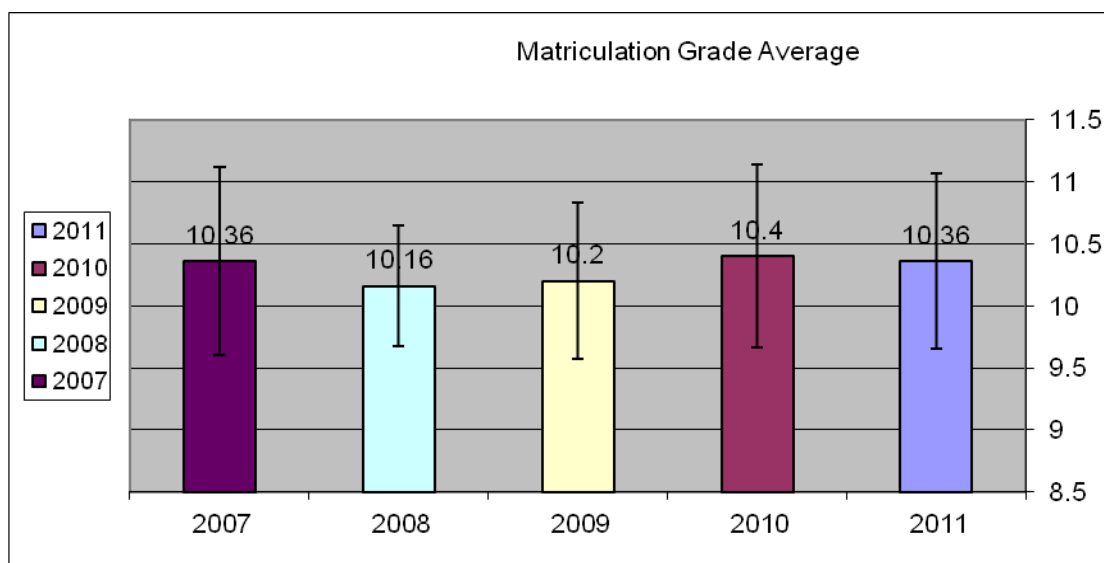
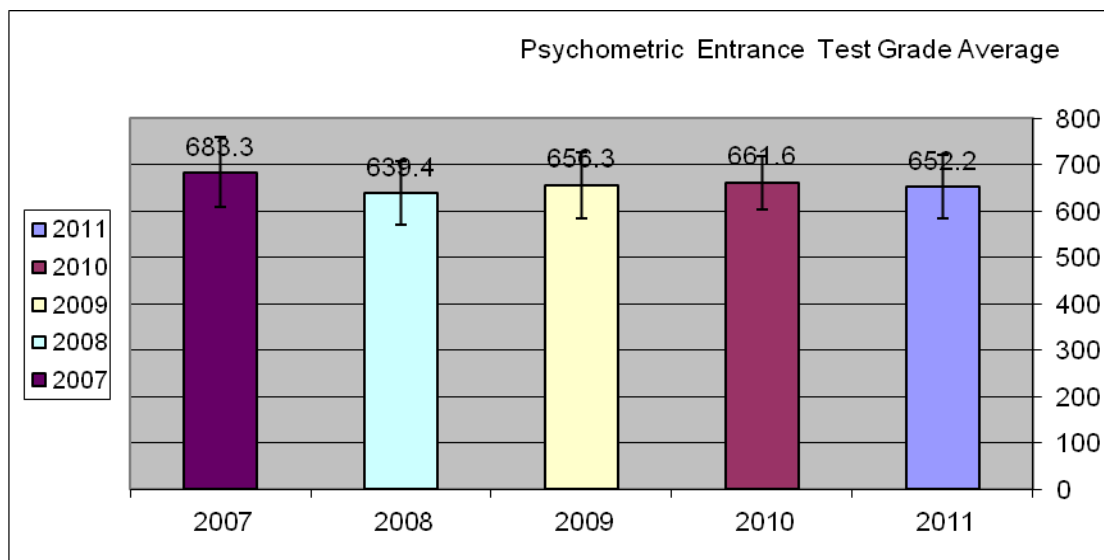
Students in Israel do not usually start their University studies immediately after High-school. Most of them begin their undergraduate studies around the age of 23, after completing their military service, and, for many of them, after several years of work, thus saving for tuition and study expenses, since many of them are not supported by their parents.

Students who study in a dual track involving another department in the Faculty of Humanities, and even more so when the other department belongs to the Faculty of Social Sciences, face difficulties with clashing hours of obligatory courses in the two departments. Also, due to the paucity of University resources for support, many students have to work during their studies. Moreover, many students are called up for periods of reserve military service, sometimes during the period of exams or during the summer months, when students usually write their seminar papers, and cannot accomplish all the demands of the program in three years. As a result, students prolong their BA studies for four (and even five) years, leaving the written assignments (Seminar papers) for the final year.

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.

Same as formal.

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 histograms are based on the following table, supplied by the Admissions Office of the University:

year						
2011	2010	2009	2008	2007		
10.36	10.40	10.20	10.16	10.36	average	matriculation
0.71	0.74	0.63	0.49	0.76	standard deviation	
31	41	42	29	26	number of students	
652.2	661.6	656.3	639.4	683.3	average	psychometric test
67.9	58.2	71.1	69.0	75.1	standard deviation	
34	38	43	29	25	number of students	
4	1	4	2	graduates of preparatory year		

Remark: Full data are not available for all enrolled students. Some students without psychometric test were admitted in the "direct track" with a Matriculation average above 97.5 or a previous academic degree. There are also new immigrants without Matriculation who were admitted, based on the grade of the Psychometric Test or an equivalent from abroad. ³

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

Full formal data are not available. See below 3.4.10.

Structural track

The following numbers, retrieved from the University data base, are confined to students who were enrolled in the program over the last five years and who at present continue to be enrolled at some program at the Hebrew University (for other we do not have information).

Out of 31 students continuing their studies at the Hebrew University, 11 are now enrolled as MA students in Linguistics, whereas the remaining 20 are enrolled in other programs in the Social Sciences and in the Humanities.

Five students who were enrolled as MA students went on to enroll as PhD students in the program.
Of these, Eitan Grossman received his PhD in 2010

The following four students continue their PhD studies in the structural track:

Yaar Hever

Orit Eshel

Michal Schwarzbart-Marmorstein

Ariel Gutman (joint degree with Université Sorbonne Nouvelle - Paris III)

For those who pursue their studies at other institutions in Israel or abroad there are no official data, apart from personal knowledge that teachers have about their former students, about their admission to programs abroad as graduate students or about their being appointed to teaching positions in other Institutions (in which processes they are necessarily involved, writing recommendations) and learning about their success from our foreign colleagues.

Graduate students presently pursuing PhD studies abroad:

Daniel Birnstiel, University of Cambridge, UK;

Yael Peled, University of Oxford, UK;

Shahar Shirtz, University of Oregon, USA;

Pavel Ozerov, La Trobe University, Australia;

Ilay Halpern, University of Potsdam, Germany.

Former students presently with post-doc appointments:

Dr. Eitan Grossman, Dubnow Society of Fellows, Hebrew University (meanwhile appointed to a tenure track position in the Department of Linguistics).

Dr. Dalit Assouline, Scholion Program, Hebrew University.

Former students of recent years with tenure-track positions:

Dr. Julia Verkholantsev University of Pennsylvania;

Dr. Renee Perelmutter, University of Kansas;

Dr. Naama Pat-El, University of Texas, Austin;

Dr. Amir Zeldes, Humboldt Universität, Berlin.

Generative Track

The University does not maintain records of the enrollment of students in programs within departments, and there are therefore no records of students enrolled in the Generative Linguistics

³ The range of psychometric scores is (200-800, mean=500) and that of the Matriculation is 55-120.

program as opposed to the English Department as a whole (before Fall 2008) or the Linguistics Department as a whole (since Fall 2008). The following are based on the personal knowledge of the Generative Linguistics teachers:

Graduates continuing on to PhD studies in Generative Linguistics at the Hebrew University:

Ilona Spector

Nina Luskin

Oshri Weiss

Graduates who completed their PhD in Generative Linguistics at the Hebrew University:

Julia Adler

Graduates continuing on to advanced studies elsewhere:

Hadil Karawani, PhD student, University of Amsterdam

Shireen Siam, MA in speech and hearing, University of North Carolina, Chapel Hill

Galit Agmon, ICNC Hebrew University

Asaf Toledo, University of Utrecht

Noam Ziegelman, Psychology, Hebrew University

Tali Arad, Linguistics, Tel Aviv University

Emuna Malkiel, Psychology, Technion

Daphna Shalev, Cognitive Science, Weizmann Institute

Shlomit Brosh, Speech Therapy, Tel Aviv University

Nadav Sabar, PhD student, City University of New York

Atira Bick, just finished PhD in Brain Science at Hebrew University

Post-doctoral positions:

Dr. Olga Kagan, post-doctoral fellowship, Ben Gurion University

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

All candidates above a minimal weighted score of Matriculation and Psychometric results, set on a yearly basis by the University, are admitted to the Faculty. Individual programs may ask the University Admissions Office that the admission requirements to their program be set higher than the minimal level.

The admission requirements of the Department of Linguistics are above the general entry level of the Faculty, both in terms of the minimal weighted score and of the requirements concerning the knowledge of English (level 1 as against level 3). The admission policy is reflected in the profile of students admitted to the department in the past academic year: the average psychometric score was 652.2, but the standard deviation was 67.9. This means that our first year students have a very broad range of psychometric scores. The average matriculation grade was 10.36. Both numbers are above the Faculty average.

Affirmative Action has been applied at the Hebrew University since 2001 in all academic departments. Applicants who are eligible for personal advancement, based on criteria set by the Association for Educational Advancement, can be accepted even if their weighted score is slightly lower than the department's admission cutoff grade, and according to the allocated number of vacancies. Applicants with special needs (hearing- or visually-impaired etc.) are permitted to take the psychometric exam under special conditions according to their situation. Should those applicants fail to meet the regular admission requirements, they are eligible to submit an appeal to the Board of Appeals.

Structural track

Advancement from first to second year in the structural track requires a minimal grade of 60 in the methodological course "Structural Analysis of Language", in the 1st year course of an ancient language chosen by the student, as well as in a language chosen by the student from among those taught in the structural track.

In order to complete their studies, students must demonstrate proficiency in a second foreign language (other than English) for the purpose of reading linguistic literature, e.g. French, German.

The requirements for receiving the BA degree are: a minimum grade of 60 in the courses taken and in the two seminar papers. Students are required to reach the required total of credits in Linguistics (66 for the major, and 36 for the minor). Included in the total credits for majors are 4 credits in Generative Linguistics. Students are also required to fulfill Faculty requirements of Gateway courses (including

Gateway courses in Linguistics), Cornerstone courses, and enough additional courses to reach a total of 120 credits.

Generative track

The Generative Linguistics BA program is structured with specific courses that the students are expected to take every year. Over the years, these requirements have become more flexible, so that for most of the required courses a range of years is now specified, rather than one specific year. Students are also required, as per general requirements of the Faculty of Humanities, to write a seminar paper in the second year of their studies, and another seminar paper in the third year.

In order to receive a BA, students are required to take all the required courses and enough electives to reach the required total of credits in Linguistics (60 for the major, and 35 for the minor). Included in the total credits for majors are 8 credits of a language and 4 credits in Structuralist Linguistics. (Students who choose to take an additional 8 credits of another language are required to reach 66 credits total in Linguistics.) Students are also required to fulfill Faculty requirements of Gateway courses (including Gateway courses in Linguistics), Cornerstone courses, and enough additional courses to reach a total of 120 credits.

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

Structural track

The requirements of advancement from year to year are not strictly enforced, since many students face objective difficulties in meeting them, as described in paragraph 3.4.2a. Since the distinction between first and second year studies is not strict, especially in the language-oriented core studies (as pointed out in 3.2.2), it makes no sense to enforce strict advancement criteria from first to second year. It is not in the department's interest to terminate a student's studies just because they were unable to keep up the pace required by a 3-years program, for reasons outlined in 3.4.2a, hence the flexibility allowed in terms of duration of studies. Moreover, on the administrative Faculty level, there is no way of blocking students from registering for second year courses.

Graduation requirements are enforced more strictly. The number of credits a student must achieve and the Faculty-wide requirements cannot be waived. In rare cases, based on personal circumstances (such as previous studies elsewhere), required courses may be waived, based on the recommendation of the BA advisor.

During the advising session before the student's final year of undergraduate studies, the entire curriculum is reviewed in order to ensure that the student will have accomplished all his duties as laid out in the program. For that purpose the Department has special internal forms, according to track

(major/minor; single/dual) that are filled out each year by the students and reviewed by the advisors and the secretary. These forms are kept at the secretariat of the Department throughout the duration of the student's enrollment.

Generative track

De facto, students who do not take all the courses for a given year are not prevented from advancing to the next year. Similarly, a student who does not write a seminar paper in the second year is not prevented from advancing to the third year. What is more important than criteria for advancing to the next year is the fulfillment of prerequisites for a given course before taking the course. Thus, for example, a student who does not take Introduction to Linguistics in the first year cannot advance to the second year.

Graduation requirements are enforced more strictly. The number of credits a student must achieve and the Faculty-wide requirements cannot be waived. In rare cases, based on personal circumstances (such as previous studies elsewhere), required courses may be waived, based on the recommendation of the BA advisor.

3.4.5. 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? In case there is not, what steps does the unit take in order to prevent, reduce or increase drop-out?

Drop-out percentage:

2008: $1 > 2 = 53.6\%$; $2 > 3 = 10.6\%$

2009: $1 > 2 = 55.6\%$; $2 > 3 = 7.7\%$

2010: $1 > 2 = 14.8\%$; $2 > 3 = 26.7\%$

2011: $1 > 2 = 29.6\%$; $2 > 3 = 21.8\%$

Remarks on drop out: The drop-out percentage between first and second year has been unstable during the last five years, going down from above 50% to 29% in 2011. The yearly dropout rate of students over the last five years is related in part to the admissions and advancement policy described above. Our assumption, however is that the relatively high percentage of drop-out during or after the first year, particularly in the first two years, prior to the expansion of the Department following the Gager Reform (see 2.1), is due mainly to the difficulty to adapt to a regimen of a highly demanding weekly load of independent work, and to the requirement in the structural track to study several languages. It is also probably related the lack of previous acquaintance with the field, which is not taught in high-school. Some of the students who leave the program switch to other, less demanding programs.

3.4.6. 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?

Advanced students (3rd year undergraduates and graduate students) are involved in staff research projects within the limits of research methods and funding in the humanities, where scholars do most of the work themselves. Students carry out independent research in seminar papers based on primary sources, and in the MA thesis, which is regarded as a pilot for a potential doctoral dissertation.

Below is a list of students involved in such projects, arranged by staff member:

- Nora Boneh & Edit Doron
 - research project "Modal and temporal aspects of habituality" (Israel Science Foundation 1057/10): 5 students involved – help in developing a cross-linguistic questionnaire on the semantics of habituality and collecting data via the developed questionnaire.
- Eran Cohen
 - In the project "Syntax of the Jewish Neo-Aramaic Dialect of Zakho" (Israel Science Foundation 2005–2009) 2 students involved.
 - In the research project "Circumstantial Clause Combining in Semitic", a joint venture with Prof. Bo Isaksson (Uppsala University. 2010–2012) 2 PhD candidates are involved, both carrying out relatively independent research, related to their dissertation topic.
- Edit Doron
 - In the research project "Syntax of Participial Modifiers", ISF grant No. 615/06
 - 11 students contributed to the research.
- Malka Rappaport Hovav
 - In the research project "Verbs classes, Argument Alternations and Morphology" (Israel Science Foundation 2007-2010) one PhD student and two MA students doing research on German, Hebrew and English argument alternations.
- Ariel Shisha-Halevy
 - In the research the project "Shenoute's Rhetorical Syntax" (Israel Science Foundation 2007-2011),
 - 1 MA student involved both in technical and scientific work.

- Moshe Taube
 - In the research project "The evolution of spoken Yiddish as reflected in the language of court testimonies" (Israel Science Foundation 2009–20012). 4 MA students involved in the analysis of Yiddish testimonies in the *Responsa* literature.

3.4.7. Counselling systems

3.4.7.1. 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.

Formal counseling consists of: on-line instructions; an orientation-meeting for 1st year candidates with representatives of the teaching staff, in which the teachers explain the different tracks and take questions from the candidates on any issue; individual counseling days every fall.

The Department of Linguistics designates each year a team of advisors from both tracks whose names, email addresses and telephone numbers are published on the Department's web-site.

A month before the academic year begins, all candidates are invited by email to a first orientation meeting with the teachers of the Department, where they receive information about the Department, the different tracks, and the ways of registering for the courses.

During the registration period right before the beginning of the semester, advising days are advertised in which all faculty members take turns advising incoming students of the requirements and assisting the students in course selection, as well as treating problems such as (in)compatibility with courses from other Departments.

Students with special needs:

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

- Students with physical disabilities: In 2003 the Hebrew University began implementing a long-range plan to render all campuses accessible to students with physical disabilities. Currently, construction has been completed at the Mt. Scopus campus, where appropriate pathways and elevators were added to accommodate wheelchairs and enable handicapped students access to public facilities, lecture halls, seminar rooms, laboratories, computer facilities, libraries, toilet facilities, cafeterias etc. The plan will be extended to other campuses when funds become available.

- Students with learning disabilities: Professional personnel provide individual and group counseling and tutoring for students with various types of learning disabilities. The university provides a

unique learning environment, which is aimed at helping learning-disabled students maximize their academic achievements.

- Blind students and students with impaired vision: The HU 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, available both at the center and on long-term loans for home and classroom use. All computer facilities are equipped with special software programs. Private tutoring is available both 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 Mt. Scopus are equipped with special hearing aids.

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

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

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

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

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

Neither the Linguistics program, nor the Faculty of Humanities provide formal career counseling or work-placement services. The Dean of Students office provide career counseling <http://studean.huji.ac.il/?cmd=ease.213>

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

Several mechanisms in the department, in the Faculty of Humanities and in the Dean of Students office deal with students' complaints:

- Students who seem to have various difficulties are given extra attention by junior faculty (tutorial-like sessions).
- Each lecturer is required to hold office hours during which the students can discuss the academic material and / or other issues that might arise.
- Students can turn to the BA Counselor with their problems or complaints, which are forwarded to the relevant authority (Head of the Department, teacher, administrative coordinator, faculty offices, etc.).
- Students are encouraged to (and do) approach the chair of the department with various problems, or just to talk.
- An open-door policy is customary in the case of the Faculty's office for student affairs. Complaints are referred to the relevant body. If a problem is not resolved satisfactorily, the student can appeal to the Vice Dean for teaching.
- The Teaching Committee of the Faculty of Humanities, headed by the Vice Dean for teaching deals with academic issues, including course curriculum, overlapping material, teaching rules, exam regulations, exam scoring, etc. Students can address requests and complaints regarding matters such as overlapping exam dates to this committee.
- The University performs an annual survey to assess students' opinion about the quality of the teaching and administrative services. This mechanism allows the department to identify problems and complaints, which are dealt with to the best of our ability.
- Students can complain about any topic in the office of the Dean of Students. The Dean investigates the matter and/or interacts with the academic units to resolve the complaint. Any student who has been sexually harassed can contact the Ombudsman for Cases of Sexual Harassment at the Dean of Students office.

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

Outstanding students are identified by informal contacts among our faculty-members and by University and Humanities-wide quantitative measures based on grades. First-year students with high admission scores are eligible for tuition scholarships from the Faculty of Humanities.

Grants are provided to outstanding students, funded by research grants held by faculty members. Graduate students are also employed as teaching assistants. The lack of financial resources to support and reward outstanding students is a severe weakness.

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.

3.4.10. Does the institution and/or the parent unit maintain contact with their alumni, employers, and with employment market. 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 survey of the unit/institution on this matter will be most appreciated.

Neither the Faculty of Humanities, nor the University as a whole keep track of their alumni or actively engage in maintaining contact with them, although the HU alumni site, <http://alumni.huji.ac.il/> is available to those who wish to register of their own initiative and pay membership fees. No data are available to us on contact at the Faculty level with the employment market.

Former students of advanced degrees are kept on the mailing lists of the Department's secretariat for Department events, such as conferences, colloquia and seminars.

The distribution of former students who continue their studies at the Hebrew University (for others we have no formal data; see also 3.4.2d) is as follows:

Out of the 31 students who graduated with a BA degree, 11 are now enrolled as MA students in Linguistics, whereas the remaining 20 are enrolled as MA students in other programs.

In the Faculty of Humanities:

- 1 in the Department of Comparative Religion
- 1 in the Yiddish program (presently part of the Department of Hebrew Literature)
- 1 in the Ancient Near East Department
- 1 in the Department of Archeology
- 2 in the Department of Hebrew Literature
- 2 in the Department of English Language and Literature
- 1 in the Department of Islamic and Middle Eastern Studies
- 2 in the Department of Romance Languages and Literatures
- 1 in the Department of General and Comparative Literature
- 2 in individual graduate programs

1 Indian Studies

1 Armenian Studies

2 are enrolled in the inter-Faculty (Humanities and Social Sciences) European Studies program.

Outside the Faculty of Humanities:

2 in the Department of Sociology, Faculty of Social Sciences

2 in the School of Education.

3.4.11 In summary, what are the strengths and weakness of the issues specified above?

We consider it a strength to be able to attract outstanding students, especially for the higher degrees. We maintain strong relations with the latter, both formally and informally, offering guidance and instruction on the personal level. The drop out rate, although to some extent to be expected (see details above in paragraph 3.4.5) is a matter of some concern, and has to be monitored.

We consider as a major weakness the paucity of University, Faculty and Departmental financial resources available for providing assistance to our students. This makes any such assistance dependent on the availability of research funds to faculty members. It also prevents us from offering excellent advanced students the opportunity of gaining teaching experience.

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 the tables 2a through 2d (pages 15-17). What are the areas of specialization of the staff versus the requirements of the study program? To what extent does the staff profile enable flexibility and dynamism within the program?

The department of linguistics consists of 2 academic tracks: structural and generative. The teaching staff and the program of each of the tracks are presented separately.

The Structural track

The academic staff of the Structural track in 2010-11 consists of the following categories:

- 5 senior scholars (four tenured faculty members and one special-track [QAMEA program] senior researcher)
- 2 adjunct teachers (both with PhD)
- 3 teaching assistants (1 MA student and 2 PhD students)

The senior scholars include: 2 senior lecturers⁴; 2 full professors; 1 special-track senior researcher. One full professor has a joint appointment in another department, and therefore teaches only part time in the department.⁵

All of the senior scholars specialize in descriptive linguistics, with emphasis on syntax and macro-syntax. More specific areas of partly overlapping specialization include: historical linguistics; typology; text-linguistics and language contact.

The following specializations pertain to the language groups (the total for specializations exceeds the number of teachers, as some of them specialize in more than one language group):

1 teacher specializes in Semitic linguistics, 1 in Egyptian linguistics and the 4 in Indo-European linguistics (1 in Celtic, 2 in Germanic, 2 in Slavic and 1 in Baltic).

The Generative track

The academic staff of the Generative track in the Linguistics department in 2010-11 consists of the following categories:

- 6 senior scholars (tenured and tenured-track faculty members)
- 2 Adjunct teachers (in the status of teaching associates)
- 8 Teaching assistants (2- 3rd year undergraduates, 3- MA students and 3 PhD students⁶)

The senior scholars include: 2 lecturers, 2 associate professors and 2 full professors.

The two lecturers have joint appointments in other departments, and therefore teach only part time in the department.

- 4 of the senior scholars specialize in Syntax; of these, 2 specialize in Semantics as well.
- 1 senior scholar specializes in Lexical Semantics and 1 in Pragmatics and Discourse Analysis.

The adjunct teachers in 2010-11 include 2 PhD holders serving as teaching associates, 1 specializes in Computational-Linguistics and 1 in Psycho-Linguistics.

The graduate teaching assistants serve as tutors in the elementary courses (1st year), except for one graduate student who taught a 1st year lecture and discussion course.

The assistants tutor 0.5 -4 yearly teaching units, according to the departmental needs and faculty regulations.

With respect to the Linguistics Department as a whole, the combination of senior lecturers, adjunct teachers and teaching assistants enables the necessary coverage of courses as well as the required flexibility in the teaching of the particular courses.

⁴ One Senior lecturer is on sabbatical.

⁵ One full professor is expected to retire in March 2012.

However, limited resources restrict the department's ability to offer a wider variety of electives and more flexibility.

3.5.1.2. 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. Are their research areas related to the study program (e.g. do the staff members teach special courses that are related to their areas of research or to areas in which they have gained a reputation)?

All the senior scholars of the department hold Ph.D. degrees in Linguistics and are active researchers who teach subjects within their field of specialization. Teaching responsibilities are allocated based on the faculty members' fields of expertise, while taking into consideration both the department's teaching needs and their preferences. Senior scholars often teach a large required course in their general area of expertise or in an area in which they have gained significant teaching experience, as well as smaller, more advanced courses, seminars and/or textual courses in their specific area of research. Most scholars have acquired teaching experience already during their PhD studies, while serving as teaching assistants or adjunct teachers. Adjunct teachers teach specific courses in their field of expertise. The junior faculty are given informal track-internal guidance by senior faculty members and the teaching assistants are closely supervised by the teachers whose courses they are tutoring.

The University, in general, does not provide any special or regular guidance on teaching.

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

All the faculty members of the department are active researchers who teach courses in their respective fields of expertise. They organize and participate in international conferences. They use their sabbaticals to expand their research interests and increase and maintain their international contacts. Their progress is reviewed in the processes of tenure and promotions. In addition, tenured senior members are required to visit a lesson of the non-tenured staff members and of the adjunct teachers and submit a report on their teaching skills. This report is taken into consideration in deciding on the teacher's tenure or the continuing of the adjunct teacher's employment.

The particular details of the program are periodically considered by the staff members in meetings and discussions to assess whether any changes are in place.

⁶ One senior scholar employed a research assistant and a grader for a highly populated undergraduate course.

3.5.1.4. 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 criteria and procedures for appointing tenured and tenured track staff members are decided at the level of the University and Faculty, rather than the departmental level: see http://sites.huji.ac.il/mazkirut/tafrit_minuyim.html. In general, there are four ranks at the Hebrew University: Lecturer, Senior Lecturer, Associate Professor and Full Professor. Lecturers must hold a Ph.D. degree and are usually appointed after a period of post-doctoral work during which they have made progress in their research and publications, demonstrating the potential to become leading scholars and teachers. For appointment or promotion to Senior Lecturer, candidates are expected to have published significant scholarly work (beyond their doctoral research). Their research and publications should demonstrate independence, creativity, and productivity, and be recognized by their peers. Tenure is conferred at the rank of Senior Lecturer (or higher), normally after the candidate has completed a maximum of six years as a Lecturer. Appointments to the rank of Associate Professor are based on evidence of scholarly independence, creativity, and sustained productivity, and a body of work recognized by the candidates' peers in Israel and abroad. Appointment to the rank of Full Professor is based (in addition to the above criteria) on the candidate's substantial contribution in his/her field and on having acquired an international reputation. In recent years the tendency is to increase the transparency of the appointment and promotion procedures.

Adjunct teachers are appointed by the head of the study program (about whom see below) according to their qualifications and to the department's needs. The tenured language teachers were appointed according to the so-called "parallel track" that catered specifically to language teachers. In the recent years the Faculty does not accept new appointments for this track. The teaching assistants are appointed temporarily in accordance with the departmental needs and their academic excellence.

3.5.1.5. What is the definition of the position of the head of the study program?

What credentials (experience and education) are required for this position?

Each of the study programs in the Linguistics department is headed by a senior member of staff, who is responsible (with the assistance of his/her colleagues) for preparing the annual academic program within the limits of the budget and for convening meetings of the relevant staff members in order to discuss issues such as curricular changes or development plans. Students can appeal to the head of the program (this is mostly done via a student-staff committee) regarding problems with a certain course or teacher.

The chair of the Linguistic department is one of the heads of the respective academic programs, on an alternating basis. The chair of the department must be a tenured member of staff, often with former administrative experience, who has been a member of the faculty for an extensive period and who is willing to fulfill the post. S/he is chosen by all of the department's senior scholars for one term (three years) with a possible extension to two terms, and the nomination has to be approved by the Dean of the Faculty of Humanities. The chair represents the department vis-à-vis the faculty authorities (e.g. Dean, School of Language Sciences, Institute of Western Cultures, School of History, Institute of Asian and African Studies) and convenes meetings for discussing issues that pertain to both academic study programs. Travels to conferences or sabbatical leaves by staff members have to be approved by the chair, before approval by the Dean.

3.5.1.6. 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?

Tenure-track faculty members teach between 12-16 annual credits, i.e., 6-8 weekly teaching hours per semester. In general, anything above 6 hours a week is done on a voluntary basis, in line with the needs of the department. Adjunct teachers can teach one or two courses per semester (2-4 credits) and up to 8 credits per academic year. The number of hours they teach is largely limited by diminishing budgetary resources.

3.5.1.7. Are staff members obliged to serve as advisors for final projects, theses and dissertations? Are there criteria for assigning advisors to the abovementioned papers and projects?

Part of the staff members' duties is to serve as advisors for M.A. and PhD students. The number of advisees is determined by the students' interests in a specific research topic and the staff member's teaching and supervision load, in accordance with the Authority for Research Students' guidelines. According to these guidelines, the number of advisees per professor should not exceed 6 students (plus 2 as co-advisor). However, popular instructors and topics sometimes attract more students and consequently the work load is not equally divided. To ease the load, graduate students may receive guidance from senior staff (other than their advisors), if such need arises.

The number (and achievements) of the staff member's advanced students is taken into consideration in his/her promotion.

3.5.1.8. 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?

New appointments are made by the Dean at the Faculty level and not by the department. The department submits to the Dean its list of priorities for future nominations. These priorities are being decided on in a departmental or track meeting on the basis of commonly assessed needs. The Dean (together with the development committee of the Faculty) decides whether to make an opening for a tenured-track position in the department and publishes a call for applications. The applicants' files (consisting of a CV, list of publications, letters of recommendations and sample publications) are distributed to the department, as well as to a 'sifting committee' appointed by the Dean, consisting of senior teachers in the discipline or domain, from various departments. Each of these bodies ranks the candidates, and the most promising ones are reviewed by the Faculty's development committee. The committee recommends appointments to the President and to the Rector.

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 technical and administrative staff of the department consists of one secretary, who also manages the administration of the department of Romance and Latin American Studies and the department of Central and Eastern European Cultures.

Her responsibilities include:

1. Assistance in the preparation of the schedule for the B.A. and M.A. study programs, in collaboration with the heads of the departments.
2. Planning the examination schedules of the departments
3. Assignment of classrooms for courses and exams
4. Assisting in preparation of the advisory schedules of the department, as well as in consultation and individual guidance to students in constructing their study programs until final approval, subject to the academic requirements of the departments
5. Attending to the secretarial needs of the members of the academic staff: senior and junior teachers/fellow instructors.
6. Attending to the bureaucratic and academic affairs of students from their first day until their graduation.
7. Reporting grades of exams and written works and preparing final records for students receiving their degree.

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

Strengths

Having two tracks in the department creates a welcome situation whereby students have the choice between two rather different linguistic orientations:

Within the structural linguistics track, the specialization of the staff both in general linguistic issues and in their respective language areas allows the program to offer a course of studies, unique in Israel, that combines in-depth theoretical linguistic education with thorough courses on the structure of specific languages of various types, on the typology of various languages and language groups, as well as on the historical and comparative aspects of various language families.

The department's faculty members are active scholars, who combine research and teaching and are able to offer both general and more advanced, specific courses. All are internationally renowned scholars, whose books and articles appear in distinguished publishing houses and journals and are often quoted by colleagues. At the moment they are backed up by a small number of high quality junior teachers and efficient administrative staff.

Weaknesses

The relatively small number of senior staff members (with the prospective retirement, in 5 years or less, of 2 members) and the low likelihood of significant increase within the foreseeable future, due to general institutional economic constraints, prevent the elaboration of the academic program to additional significant fields of research and instruction. This state-of-affairs dictates a policy of hiring adjunct teachers with unique academic expertise on a temporary basis, with the evident academic consequences.

The desire to supply a rich program and the number of students taking the various courses necessitates more than the expected flexibility on the part of some senior staff members. This is evident in cases where they teach more than the expected teaching load (e.g. 8 weekly hours in place of 6).

Regarding the administrative staff, the fact that one person provides extensive secretarial services to 3 different departments (Linguistics, Roman and Latin American Studies and Studies of Central and Eastern Europe), with the particular needs of each academic program, constitutes a major burden on even the most dedicated and efficient secretary. It would be beneficial if a larger administrative staff were to serve the respective departments.

6.2 - Teaching Staff – Tables no. 2A-2D
Academic Year of Evaluation* - (2010-2011)

Table 2A

Senior Academic Staff Employed¹

Structural Track

Name of Staff Member			Employment Status	Part of Full time Position in the Institution ²		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Students Receiving Guidance (*) ³	
								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	Weekly Hours	Per Cent	Weekly Hours		Per Cent	Weekly Hours	Per Cent						
Eran	Cohen	Dr.	senior lecturer	8 (teaching)	100	8 (teaching)	100	NA	NA	NA	Semitic languages, syntax	1. Structural Linguistic Analysis	2	8	head of the department through October 2011	2	1
												2. Relative Clauses	1				
												3. Structural Syntax	1				
												4. Topics in Old Babylonian Syntax	2				
												5.Introductory Neo-Aramaic	2				
Ariel	Shisha-Halevy	Dr.	Full Professor	7 (teaching)	100	7 (teaching)	100	NA	NA	NA	Egyptian and Celtic Linguistics, Syntax	1. Basics of Mod. Welsh Structure	2	7		2	1
												2. Topics of Mod. Irish Grammar	2				
												3. Topics in Coptic Grammar	2				
												4. Issues in Text Linguistics	1				

¹ Senior academic staff include (according to the PBC/VATAT definitions) the following 4 degrees: Lecturer; Senior Lecturer; Associate Professor; Full professor.

² In case the employment status in the institution and in the program are identical, this data can appear only once (please specify that this data is identical).

³ These columns are relevant only if the program has a masters and doctoral degrees.

Moshe	Taube	Prof.	Full Professor	6 ¹ (teaching)	100	3 (teaching)	50	NA	NA	NA	Slavic and Yiddish Historical and Comparative Linguistics Slavic and Yiddish Historical and Comparative Linguistics	1. Introduction to Linguistics	2	6		1	2
												2. Structural Elements of Yiddish	2				
												3. Old Church Slavonic I	2				
												4. Old Church Slavonic II	2				
Larissa	Naiditch	Dr.	QAMEA fellow Senior research fellow	8 (teaching)	100	8 (teaching)	100	NA	NA	NA	General linguistics, Germanic languages	1. The History of German Language (Old and Middle High German)	2	8		2	1
												2. Topics in Old Icelandic Grammar	2				
												3. History of Structural Linguistics	2				
												4. Topics in Areal and Structural Linguistics	2				

¹ Explanation regarding weekly teaching load for Moshe Taube:

During the second semester of 2010-11 MT headed an international research group at the Institute of Advanced Studies, Hebrew University. Members of such groups from among the Faculty are usually exempted from teaching. Since, however, language-oriented courses cannot be compressed into a single semester, he went on teaching the Yiddish and OCS courses throughout the year. The total load of a semester was thus spread over two semesters, hence the seemingly lighter weekly load in terms of annual hours.

Table 2C
Adjunct Teaching Staff - Senior

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Eitan	Grossman	PhD	Teaching associate	1	Linguistic Typology Egyptian Languages	Grammaticalization	Counselling
Anbassa	Teferra	PhD	Adjunct Teacher	2	Ethio-Semitic	Topics in Amharic Grammar	

Table 2D
Adjunct Teaching Staff - Junior

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Efrat	Miller	3 rd year B.A.	Teaching assistant	1	Lithuanian linguistic aspect	Problems in general linguistics – Discussion group	
Orit	Eshel	M.A.	Teaching assistant	2	Celtic and Romance languages, Dutch	Introduction to Linguistics Tutorial	Counselling
Michal	Marmorstein	M.A.	Teaching assistant	2	Semitic linguistics Classical Arabic	Introductory Classical Arabic	
Mieke	Daniels-Waterman	M.A.	Teaching assistant	3	Dutch	Topics in West-Germanic Languages: Dutch, Afrikaans-Frisian; Introduction to Contemporary	

Table 2A
Senior Academic Staff Employed¹

Generative Track

Name of Staff Member			Employment Status	Part of Full time Position in the Institution ²		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Students Receiving Guidance (*) ³	
								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	Weekly Hours	Per Cent	Weekly Hours		Per Cent								
Nora	Boneh	Dr.	Lecturer	6	100	4	66	N/A			Syntax and Semantics	Introduction to Linguistics	1	6	Library Book Order officer Departmental seminar coordinator		
												MA Seminar	1				
												Translation exercises	1				
												Syntactic theory	2				
												Comparative Syntax of Romance Languages	1				
Edit	Doron	Prof.	Full Prof.	6.5	100	6.5	100	N/A			Syntax and Semantics	Issues in Semantics	4 Semester A	6.5	MA advisor Interim director of the research center LLCC		2
												Language Thought and Society	3 Semester B				
												Distributed Morphology (Taught with Prof. Rappaport Hovav)	2 Annual				
												Research Seminar	2 Annual Biweekly				

¹ Senior academic staff include (according to the PBC/VATAT definitions) the following 4 degrees: Lecturer; Senior Lecturer; Associate Professor; Full professor.

² In case the employment status in the institution and in the program are identical, this data can appear only once (please specify that this data is identical).

³ These columns are relevant only if the program has a masters and doctoral degrees.

Yehuda Nahum	Falk	Prof.	Assoc. Prof.	8	100	8	100	N/A			Syntax	Morphology	4 Semester A	8	BA advisor		1
												.Grammatical Functions	4 Semester A				
												Phonology	4 Semester B				
												Syntactic Typology	4 Semester B				
Malka	Rappaport Hovav	Prof.	Full Prof.	6	100	6	100	N/A			Lexical Semantics	Distributed Morphology (Taught with Prof. Doron)	2 Annual	6	Head of School of Language Sciences, Academic Head - EFL, Chair of promotions committee for full professor - nonexperimental sciences	4	2
												Poverty of Stimulus- Critical evaluation	2 Annual Bi - weekly				
												Introduction to language research	4 Semester B				
												The Chomskian Revolution B	2 Semester B				
Ivy	Sichel	Dr.	Lecturer	6	100	3	50	N/A			Syntax	1.Principles and Parameters	4 semester B	4 (on leave in Fall 2010)	Generative Linguistics Coordinator 2008 -2011 BA Advisor Cognitive Science 2008- 2011	1	1
Yael	Ziv	Prof.	Associate Prof.	6	100	6	100	N/A			Pragmatics Discourse Analysis	Discourse Analysis	4 Semester A	6	Student –Staff committee		2
												Pragmatics .	4 Semester B				
												Codification of Information	2 Annual				

Table 2C
Adjunct Teaching Staff - Senior

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Mori	Rimon	Dr.	Teaching Associate	3.5	Computational Linguistics	Computational learning and cognitive aspects of Language	
						Models in language processing	
Inbal	Arnon	Dr.	Teaching Associate	1	Psycholinguistics	Psycholinguistic investigations of Processing and Acquisition	

Table 2D
Adjunct Teaching Staff - Junior

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Tali	Arad	BA	Teaching assistant	0.5	Semantics	Topics in Semantics-Tutorial	
Galit	Agmon	BA	Teaching assistant	1	Psycho/Neuro-Linguistics	Language Thought and Society- tutorial	
Sara	Kessler	BA	Teaching assistant	1	First language acquisition	Introduction to Linguistics -tutorial	Research assistant, grader
Pnina	Moldovano	BA	Teaching assistant	4	Syntax	Meaning and Context Lecture + tutorial	
Adi	Shamir	BA	Teaching assistant	1		Introduction to Linguistics -tutorial	
Noam	Siegelman	3rd year BA	Teaching assistant	0.5		Topics in Semantics-Tutorial	
Ilona	Spector	MA	teaching assistant	2.5	Syntax	Introduction to Linguistics – tutorial	
						Language, Thought and Society – discussion groups	
Avigail	Tsirkin-Sadan	MA	Teaching assistant	1	Semantics	Language, Thought and Society - tutorial	Assistance in organizing an academic conference in June 2011 and coordinating 2 guest-courses

3.6 Infrastructure

Note: In this chapter, describe the overall physical infrastructure that serves the unit and the study program under evaluation. To what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

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 unit is located in the central building of the Mount Scopus campus in the Faculty of Humanities, which is physically connected with the buildings incorporating the Faculties of Social Sciences and the library. The study program under evaluation operates in classrooms that are located in the same building as the unit. The language laboratories are located in the Faculty of Humanities as well.

Other study programs within various departments of the Faculty of Humanities take place in the same building. Besides, during the summer vacation, programs for international students offered by the Rothberg International School of the Hebrew University are carried out in the Humanities building. The same is true for scheduled psychometric tests.

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

As of now, 13 rooms serve the academic staff. All active senior staff members are given a private room. Occasionally, some share their room with an active adjunct or external member of the staff. Retired staff members may share a room with an active staff member, or keep their rooms. Teaching assistants are given rooms according to availability for the period their tutoring. Until the 2nd half of 2011, PhD students were placed in shared rooms. Currently, PhD students with Ha-Nasi scholarships have been allotted renovated rooms.

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

The department's secretary has her office on the 4th floor of the Humanities building, physically detached from the academic staff offices located on the 6th and 7th floors, which at times is inconvenient.

Equipment

A. Furniture and electronic devices

Each office is equipped with the most basic equipment: a table, a chair, a phone; closets, shelves or book cases are granted by the Faculty only if available (in which case they are used ones, not new),

otherwise they may be purchased from personal funds. In previous years faculty members were given a basic grant of about 8000\$ to equip the room, this procedure is no longer in vigor.

Regarding computers, faxes, scanners, printers and accompanying accessories (ink cartridges, paper, etc.) – these are not granted by the Department or Faculty but are acquired by the personal means of the staff members, i.e. through their own salaries or research budgets, including the head of department. Only the secretariats are entitled to computers, faxes, printers, etc.

B. Internet connection

Internet connection LAN outlets are available in most of the rooms. They were installed upon demand. In some of the rooms, senior staff paid from their personal funds for this crucial infrastructure service. Some rooms of the teaching assistants do not have LAN outlets. The internet connection in the rooms is configured per computer, guests may not enjoy it. Changing a computer or an operating system necessitates a reconfiguration of the internet connection in the room.

Additionally, it is important to mention that Wi-Fi coverage is not available throughout the building of the Faculty of Humanities in its entirety; in particular, the academic staff rooms are not covered. Hence, some of the junior teaching staff have no connection whatsoever.

C. Heating and cooling systems

There is a heater in each office, but its maintenance is not conducted properly, and most of the time the rooms are cold in winter. Staff members are compelled to purchase portable heating devices at their own expense. No cooling system is installed in the rooms, and no air-conditioning. This is a crucial inconvenience that badly affects academic work, as temperatures in the office may rise above 30°C in the summer. This state of affairs makes it impossible to work in the office or receive students there.

D. General maintenance

The offices are not cleaned in a systematic and effective manner. They are cleaned when academic staff is present to receive the cleaners. However, some of the offices remain dusty and dirty for long periods. This also holds for the corridors leading to and from the offices.

3.6.2 Classes

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

There are no special classrooms that belong to the unit and serve the study program.

The classrooms, used by the unit for the benefit of the program, belong to the Faculty of Humanities as a whole. During course planning for each academic year, classrooms are assigned by the Faculty according to the program's requirements (via the secretariat). The type of classrooms assigned to the program is determined in accordance with various criteria: 1) the number of students registered in each course;

2) the type of course – a lecture or a seminar; 3) the use of multi-media for the purpose of a course.

The Faculty of Humanities has at its disposal a total of 71 classrooms (not including music and theater classrooms).

- Most of these classrooms (37) can contain from 30 to 42 students; a few classrooms (10) can contain a varying number of students ranging from 60 to 115. In most classrooms, the seats have little desks attached to the seats ("tablet arm desks"). Every classroom has a few electric outlets or wall sockets for the use of laptops (not enough, however, for all the students).
- 23 seminar rooms (seminar rooms are built for a small number of students, up to 25, and contain one large table, around which the lecturer and students congregate).
- 1 auditorium, which can contain 300 students.

At present, 38 classrooms are equipped with a LCD projector, a screen, a computer internet access and loudspeaker. 2 classrooms have a LCD projector, but no computer, there is however a possibility to attach a laptop there. 31 classrooms have no electronic equipment. In the near future, the Faculty is planning to have all classrooms fully equipped.

All classrooms have boards designed for the use of colored markers. Markers are available to the teachers in the secretaries of their departments, however very often erasers are missing from the classrooms.

All classrooms have heating; 61 classes have air-conditioning. In the large classrooms, the air-conditioning system cannot be controlled from the classroom, only from a remote office (inaccessible to teachers or students). This leads to temperatures being either too hot or too cold, which creates a considerable disturbance in the lesson taught in these classrooms. In many of the larger classrooms (wing 7) there are large pipes running through the ceiling, emitting a disturbing noise that makes it difficult to hear what is being said.

Some classrooms, as well as some corridors, have been leaking for years.

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

The unit has no dedicated conference or meeting room. Lectures or Meetings for up to 20 people may be held in the Dean's meeting room, which is comfortably furnished and fully equipped.

Large, fully equipped classrooms are also available in the Rothberg International School building, or the Rabbin Building for Jewish studies, both on campus.

Except for occasional international conferences and workshops held at the Safra campus on Givat Ram, there are no activities that take place outside the campus.

3.6.3 Computerization

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

There is no special computer lay-out for the unit and its study program. The Faculty of the Humanities has 40 classrooms (so-called “smart classrooms”) equipped with workstations which allow to display and work with PowerPoint presentations and other visual materials. The reservation of these classrooms is made in advance at the beginning of each academic year according to the needs of each course through the unit's secretariat.

It is more and more of a custom in the unit that courses are accompanied by an e-learning system: the HighLearn System ("OWL") was replaced this year by the Moodle System. On this website, every lecturer or teacher may open a special site for his/her own course/courses. Often students are referred to the materials contained in this website – namely bibliographical lists, assignments, articles, lecture notes etc.

The Mount Scopus campus has at its disposal a central computer center ("The Computer Farm"), located in the middle of the campus, between the Faculty of Humanities and the Social Sciences Faculty. This computer center includes 6 classrooms (with a varying number of computers – from 14 to 34) and an open gallery (with computer posts, as well as printers, scanners and a few Macintosh computers). The overall number of computers in "The Computer Farm" is 230. All computers have internet access, the basic software, such as Microsoft Office, access to databases, and more specialized software for statistics and computer programming.

It should be noted that this computer center is meant for the entire university; classrooms are to be reserved in advance. There is also a smaller computer center in the Social Sciences Faculty. In addition, the Bloomfield Library for the Humanities and Social Sciences offers a large number of computers as well as a number of scanners, mainly on the 3rd floor of the library (the entrance floor; on this see below). Likewise, in bloc 1 of the Faculty of Humanities, there is an open gallery that contains 16 computers. All have internet access and the basic software, as well as a central printer which serves the various computers. 3 computers with scanners are available in bloc 3 of the Faculty of Humanities.

All the above mentioned computers are accessible to the students by entering their i.d. (or passport) numbers and a special personal code. Students also enjoy a personal disk drive which is part of the central server of the University.

There is no systematic use of these computer facilities by the lecturers and teachers of the unit. Courses or classes that belong to the study program under evaluation are rarely held in computerized classrooms at the computer center mentioned above.

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 Language laboratories are in bloc 3 of the Faculty of Humanities. There are four classrooms with 25 workstations equipped with devices for listening with headphones and a computer stand plus one room for independent work of students.

The Language Laboratories are hardly ever used for the unit's program, except occasionally during the Introduction to Linguistics course.

3.6.5 Library and Information Technologies (IT)

3.6.5.1 Describe the library, which serves the students and the teaching staff of the study program: location, physical structure, number of titles according to subjects, journals and e-journals, computerized databases, 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? Specify likewise the policy guiding the purchase of material for the library: who makes the decisions 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?

Building Facility, Seating Capacity, Computer facilities,

The library's five story building is located in the center of the Mt. Scopus campus, lodged between the buildings of the Faculties of Humanities and Social Sciences. The lower level - 1st floor - houses storage facilities and the Photocopy Service (in addition to photocopy machines located on each floor). Four other floors offer a variety of about 1,700 seats for patrons. Workplaces with and without computers are integrated into study areas.

The 3rd (entrance) floor's Berel and Agnes Ginges Library Information Centre holds modern study spaces with a congenial atmosphere for individuals and groups, small rooms (with LCD screens) that encourage collaborative learning, a computer-equipped seminar room, a library classroom (with software that broadcasts teacher's screen to twenty-two students' computers), and a lounge for patrons

relaxation. The Current Periodicals Reading Room, separated from the team work area, presents a comfortable place for undisturbed study.

Library book collections (open stacks) are accommodated in the reading rooms at the floors 2nd, 4th and 5th divided up by the various fields of study according to the Library of Congress classification: 2nd floor - Social Sciences and Occupational Therapy, 4th and 5th floors - Humanities.

Areas for quiet study are available throughout the library reading rooms. Each reading room is approximately 3,000 square meters and includes a seminar room offered to teachers or group study. The floors 2nd, 4th and 5th are also furnished with individual carrels for students who seek a private corner.

A modern Media department (the music, audio and video collection) equipped with twenty-four multimedia and viewing stations and four “smart” classrooms is housed on the 2nd floor.

The map collection (sheet and wall maps, atlases, etc.) is placed in the Social Sciences building.

Subject-specialist librarian offices are located at the corresponding floors. The Acquisition and Cataloging department is situated on the 4th floor. The Reference, Circulation and the Administrative offices are placed on the 3rd floor, close to the library entrance.

The study areas of the four floors are completely equipped with wireless internet connections for personal laptops and other electronic devices (a large number of electric points for recharging being provided).

Up to 200 full up-to-date computer workplaces are available for patrons around the library, with a major cluster at the 3rd floor. These computers, requiring a log-in with the university account, allow search in the library catalog (OPAC, Aleph500), databases and internet, reading of e-books and e-journals, using bibliographic software tools, Microsoft Office programs, email, watching DVDs, etc., and supply auxiliary programs provided by the University Computer Authority. For patrons' convenience about 15 computers in the library building do not require any in-log, being restricted to the library catalogue search. All the library computers and private wireless laptops allow printing from 10 printers for patrons located in the library. Printouts are paid by a credit card or by a special rechargeable card (a recharging station is located near the entrance). Free scanning is allowed at nine computers with portable scanners attached. All computers can be used with any language supported by the operating system and a virtual keyboard. About 30 computers are supplied with three lingual keyboards (Hebrew-English-Arabic or Hebrew-English-Russian). A computerized online map that shows which stations are available at the moment on each floor is displayed at the entrance.

A large LCD monitor at the entrance acquaints patrons with the Library news.

Working Hours

- During the school year:
 - Sun.-Wed. 9:00-21:45

- Thurs. 9:00-19:00
- Summer hours:
 - Sun.-Thurs. 9:00-19:00

Library Staff

The library staff is comprised of 30 1/2 workers (22 3/4 tenured positions): 27 3/4 librarian positions, one computer specialist, one technical assistant, and one administrative assistant. The library also employs student assistants, approximately 54,000 hours annually. All librarians have academic degrees in library science and in the fields of humanities and social sciences and several have advanced degrees. Our librarians are fluent in many languages, which is necessary to build the collection and to serve the researchers. During all opening hours there is always a librarian to give reference services. Our librarians are active in both inter- and intra-university forums, publish in professional journals, lecture at conferences, and have served as chairpersons of national committees. The library is a member of the national consortium (MALMAD) and international organizations.

Library Instruction, Reference Services and Cultural Activities

The Program is assisted by two professional librarians who are responsible for materials' selection, acquisition (in cooperation with the academic coordinators appointed by the department; on that see also below), cataloging, professional advising.

Additionally, the main reference desk providing professional face-to-face assistance during all library opening hours is located at the entrance floor. Other floors reading rooms render general guidance during the busiest hours. Individual help can be also obtained from a relevant subject specialist librarian by e-mail, by phone or by making an appointment.

Library orientation sessions are offered to new students at the beginning of each semester by our reference staff. These include tours of the library facilities and explanations on the use of the library resources. There are specialized instruction classes coordinated by subject specialist librarians and teachers keyed to particular course subjects. In-depth training is given to acquaint students with the databases and reference tools in their field of study. During the academic year series of instructional presentations for teachers and faculty members are organized together with the Library Authority staff. The Reference department team has produced a number of training videos on library resources – they are accessible from any computer, being linked to our homepage, and tagged on YouTube.

In compliance with the University administration decision that each B.A. student be required to prove his/her competence in accessing printed and digital materials, an instructional computerized course (on the Moodle platform) was created by the Reference department team. The course (questions and electronically stored answers) demands preliminary acquaintance with the library resources and teaches effective search skills in the library catalog and databases, as well as the use of internet tools.

Circulation Services

During all recent years there are annually more than 15,000 registered borrowers. The majority of the monographs can be circulated and each patron may borrow up to 50 books simultaneously. There are approximately 500,000 circulation transactions per year. The self-check service (the machine is located near the entrance) exists in the library for more than ten years. Daily renewals are performed automatically by the Aleph500 system after a check that there are no requests for an item or problems with a reader. The patrons themselves enter requests for recalling loaned items into the system. Materials that are not available in our collection may be obtained by inter-library loan, from Israeli libraries, as well as from abroad, for a fee. This service handles annually about 4,500 requests for articles and books. Advanced booking of audio-visual material and relevant equipment can be performed by patrons via the catalog.

Library Homepage

The library homepage (www.mslib.huji.ac.il) is arranged so as to help the student or researcher find the material in his subject area. There are general pages on “How to find...” and pages devoted to a subject (e.g. linguistics, music). Each page has explanations about the materials and links to on-line resources. A detailed database page offers descriptions of each of our databases. All pages are in both English and Hebrew. Any patron who is in need of help can reach a librarian directly from the homepage and will receive a reply by email.

Access to Electronic Resources

Students, teachers and researchers can access online electronic resources (e-books, e-journals, streaming music and video, and databases) from any computer that is connected to the university network on campus or from home. They can access electronic resources from home or dorms by entering a personal identification code. Thus, the electronic collection is accessible 24 hours a day 7 days a week to the entire Hebrew University community.

The Collection

The library collection consists of about 600,000 titles (1,010,741 volumes on shelves) including:

- 527,457 print books (see number of titles according to subjects in appendix)
- 4735 print periodicals (including live and ceased subscriptions)
- ~60,000 access to electronic journal titles (the number includes individual subscriptions, packages, aggregators, databases and free e-journals; all of them available via SFX ExLibris system)
- 7,143 DVDs and videocassettes
- 20,177 sound recordings and music compact discs

- 220 general and subject specific electronic databases
- 2,580 electronic books (the number includes electronic packages, individual titles from electronic collections, free titles chosen by subject specialists according to the library profile).
- 4,205 M.A. theses submitted at the relevant departments of the Hebrew University
- 2,394 Ph.D. theses submitted at the relevant departments of the Hebrew University
- ~70,000 maps
- two e-book readers (E-vrit) with 36 titles on each

The collection is classified according to the system of the Library of Congress. The books and journals relevant to the Program are located mainly on the fourth and fifth floors accordingly (see list according to call numbers in the Appendix).

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

Besides the number of titles according to subject (see Appendix), no data could be supplied as regards the exact number of titles or periodicals according to subjects, as well as regarding the number of obligatory books relative to the number of students in the program (but see the paragraph above concerning the required reading list).

Budget, Subscriptions and Collection Development

At the beginning of each academic year the Library Authority allocates an acquisitions budget to each individual faculty. Part of the budget is for journal and database subscriptions. Lately the Library Authority has been making an effort to acquire not only recent electronic journals but also their archives. The remaining budget is for monographs and non-book materials (sound and video recordings, maps, etc.). There is no clear and well-defined budget per unit or program study.

Subscriptions are acquired in cooperation with other libraries in the Hebrew University, as well as through the Malmad consortium (The Israel Center for Digital Information Services). Subscriptions to new databases are approved only after their evaluation by librarians and faculty members during a requested trial period.

Collection development is a joint effort of librarians and faculty members. The communication between the library and the faculty is maintained by subject-specialist librarians. There is a subject specialist for each area of study covered by the library. Applications for book order given to the acquisition department by subject specialists are classified into three categories according to their importance for curriculum and research and are processed correspondingly. A librarian responsible for

collection development coordinates the subject specialists' orders for acquisition and takes care of subject areas uncovered by the annual curriculum. Selections are made from required reading lists, teachers' recommendations, publishers' catalogs, professional publications and on-line resources.

On average from 10,000 to 15,000 titles are added annually to the Library catalog. This number includes new acquisitions, gifts and donations. Together along with the process of additions the library routine includes weeding, essential to maintaining a quality collection. It has to be pointed out, however, that this is not always done in consultation with the teachers of the various programs.

The library has started to perform digitizing of materials, whose change of format is allowed according to the copyright law. As of now, this applies to Hebrew University dissertations and to maps created at the Department of Geography.

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?

Access to classrooms and laboratories

An all-university project is currently being under way to make the Hebrew University accessible for people with disabilities. The Mount Scopus campus is the first to undergo the necessary adjustments. In order to enable accessible connections between the third level of the campus, which serves as its central transfer, and the other levels, ramps and elevators were installed. In the Faculty of Humanities, where the physical core of the program is located, the access to classrooms and language-laboratories is facilitated by ramps and elevators. In addition, specially adapted bathroom facilities were installed.

Access for people with disabilities

All areas of the library building are accessible for persons with different kind of disabilities. The entrance and the exit alarm system are safe for a person in a wheelchair, as well as the elevators to different library levels and designated restrooms, the pictogram signs for which are well visible. Service desks, located near the entrance, with sufficient space in front of them allow unobstructed access. Parts of reference and circulation desks are adjusted in height to serving a person in a wheelchair. Glass doors are marked to warn visually impaired persons. Two adaptive technology workstations with electrically controlled desks' height are equipped with software and a variety of ergonomic devices for people with motor impairments. The library public computers software

package, received through the Hebrew University Computer Authority, includes screen reading and enlargement programs, as well as instructional software helpful for people with dyslexia. Ten percent of the library public workstations have a 22" widescreen monitor, much preferred by people with eye impairment.

Special guidance aiming to ensure equal access to disabled students is given to them by the Reference department team.

For detailed information: <http://www.mslib.huji.ac.il/main/siteNew/?page=104>.

Learning Center for the Blind

The primary purpose of the unit is to assist blind and visually impaired Hebrew University students. The center serves some 150 students in degree tracks and the academic preparatory program. The LCB offers the following support: routine help with readings and academic materials (computerized classrooms, academic materials in Braille, enlarged text or recorded); counseling and guidance; examinations assisted by a reader, rewriter, or computer; lending computerized equipment to the student's home; job-promoting activities for graduating students.

For detailed information: http://studean.huji.ac.il/index-in.asp?cmd=about_english.204

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

Points of strength

- The physical infrastructure serving the Faculty of Humanities, and therefore the Program, is developing. The introduction of multimedia classrooms in recent years has enriched the teaching methods and technologies and greatly advanced and modernized the teaching process. The same is true as regards the Moodle and HighLearn Systems, which save students' time and enable them to work from home.
- The Bloomfield Library for the Humanities and Social Sciences has been renovated in recent years; the working environment is efficient and pleasant. The Library website is friendly and includes all the necessary information for both the beginning and the advanced students.
- The efforts invested by the Library and the Faculty of Humanities as a whole to enable the convenient access of students with disabilities to the physical environment and to the study material are worthy of appreciation.
- The administrative staff is generally very helpful, efficient and above all professional.

Points of weakness

1. Library

- The most acute problem is an ever-decreasing budget for book acquisition, which impacts severely upon the quantity of obtained books, periodicals and costly databases and therefore seriously hampers the development of a collection of high quality for the Program.
- Also, the working hours of the library shrank in the past few years. The library is never open on Fridays, on holiday eves, and opens fairly late every day (from 9:00am).

2. Secretariat

- There is one secretary for several departments. The secretary attends a large number of students and faculty. This creates a considerable amount of work load on the secretary, especially during periods in which the load is particularly heavy (e.g. registration period, at the beginning of each semester). No help is allocated to the secretary in such periods. As a consequence, some of the work has to be done by the academic staff, and especially the head of department.
- The fact that the secretariat is physically detached is rather inconvenient as to receiving mail, getting the photocopy card, and in other routine matters.

3. Maintenance and physical conditions in classes and offices

- Although most of the classrooms are labeled as air-conditioned, in fact the air-conditioning in some rooms works poorly, or cannot be properly controlled from the classroom, thus making it practically impossible to do decent teaching and studying during hot months (April-July) in Jerusalem, including the period of exams in particular.
- The heating and cooling conditions in the academic staff offices are also deplorable. Most of the year, temperatures in the offices are the same as outside, winter and summer.
- Too many resources for fundamental supplies are taken from private funding (salaries, grant funds), which should have been provided by the Faculty; this is especially troubling with respect to the person serving as head of department.
- There are too few photocopying machines and not enough scanners with feeders, and those that are available are physically detached from the academic staff offices.
- In general, maintenance has to improve: cleaning, heating system, computers in classrooms.

Appendix: number of titles according to call numbers and subjects

<u>Call Number</u>	<u>Subject</u>	<u>#</u>
P	Philology. Linguistics	7001
PA	Classical philology	11048
PB	Celtic languages	295
PC	Romance (Italian, French, Spanish, Portuguese)	3625
PD	Germanic (Old Germanic, Scandinavian languages)	318
PE	English	1396
PF	West Germanic (Dutch, Flemish, Old German)	938
PG	Slavic (Russian, Ukrainian, etc.). Baltic. Albanian	11538
PH	Uralic (Finnish, etc.). Basque	358
PJ 1-995	Oriental philology and literature	601
PJ 1001-1989	Egyptology	1058
PJ 2001-2199	Coptic	172
PJ 2340-2399	Berber languages	30
PJ 2401-2594	Cushitic languages	54
PJ 3001-3097	Semitic philology and literature	137
PJ 3101-4091	East Semitic (Assyriology, Akkadian, Sumerian)	173
PJ 4101-4197	West and North Semitic languages	111
PJ 4501-5000	Hebrew language (Biblical, Medieval and modern)	1197
PJ 5001-5060	Hebrew literature	9606
PJ 5061-5110	Other languages used by the Jews (except Yiddish)	176
PJ 5111-5192	Yiddish	2319
PJ 5201-5329	Aramaic	231
PJ 5401-5901	Syriac	64
PJ 6001-7144	Arabic language	1075
PJ 7501-8517	Arabic literature	4300

PJ 8991-9293	Ethiopian languages	208
PK	Indo-Aryan languages and literature, Iranian philology and literature	2692
PL	Languages of Eastern Asia, Africa, Oceania	6245
PM	Hyperborean, Indian, and artificial languages	309

Chapter 4 - Research

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

All researchers in the department are encouraged to publish original and ground-breaking work, and to participate actively in national and international forums dedicated to their fields of expertise. We strive to be at the forefront of international research, and be counted among the leading scholars internationally in several areas of linguistics. The department encourages both theoretical and descriptive research, and the publication of this research in the form of articles, monographs and edited volumes.

Structural track

Our teachers perceive their research at several different levels. The first level is how they perceive their research in relation to their professional responsibilities as linguists. It is fair to say that our teachers consider their primary research goals as the description of individual languages and their interrelations in order to understand how languages - and eventually, 'language' in general - work, from as many perspectives as possible. Members of the structural track consider description to be a highly demanding, rigorous, theoretical occupation, which serves the discipline by providing accurate data about language systems and linguistic phenomena, upon which empirically-based inductive generalizations can be made. We perceive these generalizations as a *sine qua non* for any attempt to explain language, at any level, no matter what explanatory theoretical framework is adopted.

The second level is how we perceive our research in relation to the Faculty of the Humanities and to the University at large. Ideally, the structural track would be a kind of nexus or hub for descriptive linguistics in the Faculty, since there are numerous descriptive linguists and philologists - both researchers and students - attached to a variety of departments in the Faculty. This is true to a certain extent, but could be realized more fully through more proactive cooperation with other departments. Moreover, some of the more philologically-oriented linguists in these departments are somewhat wary of linguistics, which can seem overly complicated and demanding, on the one hand, or detached from other, more culturally-oriented concerns, on the other. This matter is probably unresolvable, to a degree, at the level of relationships between departments. However, many students from other departments take our courses, and in some cases have become full-fledged linguistics students. It is common for graduate students to have a supervisor in their 'home' department (e.g., Hebrew Language, East Asian Languages and Cultures, Ancient Near East, Slavic Languages and Cultures) and another from the structural track, the former providing philological guidance, the latter supervising the linguistic quality of the work.

The third level is how we perceive our research in relation to our other obligations, mainly teaching and administration. All of the members of the track consider these three domains to be

components of a single project: teaching and research are intimately and bidirectionally related, and administrative work is the price that we pay in order to maintain a program of studies that we believe is worth having. However, in general, there is a feeling that research is becoming less encouraged, in practical terms, by the university. As we have detailed in other parts of this report, the research support (in terms of infrastructure and basic materials) given is slim, and decreasing manpower means a much greater burden of teaching, administration, and student supervising for each member of the track. On the other hand, there is more pressure to produce research that can be quantified and characterized as 'excellent,' based on market-oriented criteria that are perhaps more suitable for the natural sciences, e.g., grants won, publishing in prestigious journals with high 'impact factor,' etc. This pressure is reflected in hiring, promotion, and access to various 'excellence' centers developed by the university. All in all, there is a general perception that we are expected to do more for less (and with sparser means).

Generative track

Research in the generative track is viewed as an enterprise which involves researchers in a world-wide cooperative enterprise, since we view our work as contributing to the development of the main theoretical paradigms in present-day linguistics. We therefore encourage the participation of faculty members and of students in conferences, workshops, summer schools etc, inside and outside of the country, specially in competitive major conferences (such as NELS, WCCFL, SALT etc.). Within the department itself, we encourage a collaborative spirit by means of running seminars, reading groups and workshops where members of the staff and graduate students present their research and are provided with feedback. Collaboration sprouts naturally among members of the group, and there have been several collaborative research projects in the last years, which have yielded joint publications (Boneh – Sichel, Doron – Rappaport Hovav, Boneh – Doron etc). Much of this collaboration involves work which integrates results of research from the disparate subspecialties of the collaborators. An important goal of reading groups is to keeping faculty members and students abreast, and to give the students a sense that they are an integral part of the developing knowledge base in linguistics. We are also trying to reach out to researchers in neighboring fields (philosophy, psychology, computer science) in order to present them with recent advances in linguistics, and to keep up to date with developments in the study of language in these disciplines. Last year, a seminar entitled "Poverty of the Stimulus" was organized by Malka Rappaport Hovav, and attracted many researchers and students from these neighboring disciplines. Out of such activities we aim at developing interdisciplinary research, which is projected to be sponsored by the newly founded research center LLCC (Language, Logic and Cognition Center). Research at the LLCC focuses in particular on the relation between language and other human cognitive systems involved in logical reasoning and their relation to communicative events.

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

The department is unique (or at least very special) both in that it conducts major descriptive work and theoretical work in parallel, and in that, within its theoretical work, different research paradigms are represented. Descriptive work can be illustrated by various descriptions of linguistic subsystems (Shisha-Halevy on Bohairic syntax and macrosyntax; Cohen on Akkadian Conditional structures; Sawicki on the Narrative grammar of Polish). Theoretical work can be illustrated by innovative work which has reshaped different paradigms, such as Rappaport Hovav's semantic work which has practically carved a new subfield within lexical semantics, Fox's revolutionary conception of conversational implicatures as syntactic, and others.

Structural track

Our main strength is that our research is of high validity, as it is based on a deep knowledge of a number of actual languages and a rigorous descriptive method. This approach has the unique advantage of uncovering new facts about languages, which are the best data upon which to base empirical generalizations, and can in turn be subjected to higher-level theoretical explanations. Another strength is our multifaceted approach to language: our research does not stop at synchronic description, but rather takes into full account the historical, areal, genetic, sociocultural, and typological aspects of language. In the context of Israeli institutions of higher learning, we provide the only program of studies - and as such, concentrated training of researchers - that is based on the organic combination of linguistic theory and method, on the one hand, and the intensive empirical study of actual languages, on the other. Moreover, many of our researchers focus on linguistic domains that are not studied elsewhere in Israel, e.g., text-linguistics.

The members of the structural track are among the foremost experts in their respective fields of descriptive linguistics, and in some cases have pioneered entirely new research perspectives, e.g., Lea Sawicki's and Ariel Shisha-Halevy's studies of narrative grammar in Polish and Celtic, respectively.

Recognition of the quality of our research is indicated by invitations to teach at prestigious institutions abroad, e.g. Ariel Shisha-Halevy (Yale, Harvard, Oxford, Göttingen), Moshe Taube (École pratique des hautes études, Paris), Larissa Naiditch (University of Porto) and Eitan Grossman (Berlin, Leipzig, Liège), as well as by past and present collaboration of our teachers with leading scholars abroad.

Generative track

Innovative theoretical research is conducted in the department in the areas of syntax, semantics, pragmatics and various interfaces between them (unfortunately, there is no phonologist at present in the department).

Theoretical research has placed our department in the position of international leadership in certain areas. Major work on the syntax-lexicon interface is being conducted by Ivy Sichel, who examines the contribution of lexical category, noun vs. verb or DP vs. IP. This project focuses on nominalizations and the structure of DP, with the goal of understanding the roots of so-called nominal deficiency-- the widespread idea that nominals are in some sense deficient when compared with verbs.

A second broad project of Sichel is at the syntax-semantics interface, and it examines the structural aspects of interpretation and reconstruction, in the context of negative quantifiers, relative clauses, and certain varieties of pronouns/ agreement. The same phenomena are also studied by Yehuda Falk, within the theoretical framework of Lexical Functional Grammar. In recent years, his research has focused on *wh*- constructions, including such phenomena as relative clauses (externally- and internally-headed), islands, parasitic gaps, and the existence of constituent structure gaps. His research has also covered subjecthood and ergativity, and issues in the syntax of Hebrew.

Nora Boneh's work tackles fundamental issues of the interaction between form and meaning from a comparative perspective. Her work is concerned with the way conceptual categories may be grammaticalized in language and how they reflect the grammatical system. Her underlying working assumption is that basic semantic categories and interpretation rules are universal in language and that observable distinctions between languages are governed by different constraints on structure. Her research relies on cross-linguistic study to determine the nature and possible values of basic functional categories of language, e.g. two major conceptual categories: temporality and possession. The languages she studies are Modern Hebrew, English, French, standard Arabic and dialects of Arabic (Syrian and Palestinian).

In the interface between syntax and pragmatics, different members of the department propose different views on foundational questions. This generates interesting debates within the mini-workshops, reading groups and seminars tackling these questions within the department. Yael Ziv studies particular syntactic structures (conditionals, existentials, extrapositions, dislocations) in the context of Gricean and post-Gricean theories, information structure, discourse markers, centering theory and attentional state. She has lately been involved in investigating the discourse characterization of Spoken Israeli Hebrew within the study of a Corpus compiled at Tel Aviv University. Danny Fox is taking a different approach, which is apparent e.g. in his research concerning presupposition. Presuppositions have been customarily treated as a pragmatic phenomenon, analyzed in terms of certain rational inferences on the part of agents engaged in communicative acts, very similar to Grice's account of scalar implicatures. While keeping some of these traditional insights, there has been new work since the early 1980's exploring a rather different direction, one in which presuppositions are part of the recursive procedure that is defined by syntax. The debate between the different approaches to presuppositions is still entirely open. Fox is at present developing a new recursive procedure for presupposition projection based on syntactic structure and trivalent logic. Another phenomenon

traditionally viewed as involving extra-linguistic (Gricean) modes of reasoning is certain implications of "maximality" – yet according to Fox these also reduce to syntactic structure.

Questions of the source of meaning – linguistic or extra-linguistic – are also at the basis of the work of Malka Rappaport Hovav, in the area of lexicalized meaning. She has been working on developing a methodology for distinguishing lexicalized versus contextually contributed meaning. In the study of diathesis alternations, she has been concerned with the relevance of morphology to diathesis alternations on the one hand, and, on the other hand, with the contribution of context to choice between variants of alternations. She has done some pioneering work in studying crosslinguistic differences in the distribution of verbs in diathesis alternations (e.g., the causative alternation and the dative alternation), but has also proposed crosslinguistic generalizations such as the Manner/ Result Complementarity Hypothesis. She has lately been concerned with the semantics of verbs lexicalizing scales – the scalar semantics of change of state verbs, and verbs of directed motion; the properties of incremental theme verbs and what distinguishes them from verbs in the former two classes.

In the last several years, Edit Doron's research has explicitly uncovered the syntactic properties of the construction of the Semitic root and template combination which is traditionally viewed as morphophonological. She has proposed a novel framework for the analysis of various verbal diatheses, such as the causative alternation vs. the anticausative alternation, which has enabled her to offer a compositional semantics for voice. Her other interests include the semantics of predication, the semantics of aspect and habituality, the semantics of resumptive pronouns, apposition, bare nouns, and adjectival passives.

One sign of the recognition of the centrality of our faculty members within their research areas is their being invited to teach at international summer schools in the US and in Europe. Some of us have taught in different years at the LSA (Linguistic Society of America) Summer Institutes – Doron, Fox, Rappaport-Hovav, or at the NY-St. Petersburg Institute of Linguistics, Cognition, and Culture – Sichel.

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

Structuralist track

Naming a short list of leading journals dealing with the various languages and language-families that our members investigate is a problem: each researcher often publishes articles in journals devoted to specific languages or language families. This is due to the fact that data-rich original research needs to be evaluated by a community of experts with a deep knowledge of the relevant language. Moreover, it is often important to communicate one's findings with one's peers, for whom one's research is directly relevant. This is common to descriptive linguists worldwide: scientific dialogue is conducted in the pages of journals read by other experts, since a large body of detailed knowledge is needed in order to understand what is at stake. Ideally, descriptive generalizations about specific languages are presented to the general linguistic audience only after they have received discussion in specialist forums. A list of

high-quality peer-reviewed journals in the domains in which the members of the track publish their research includes:

- *Bulletin of the School of Oriental and African Studies*
- *Journal of Semitic Studies*
- *Zeitschrift für Assyriologie*
- *Aramaic Studies*
- *Zeitschrift für Arabische Linguistik*
- *Zeitschrift der Deutschen Morgenländischen Gesellschaft*
- *Journal of the American Oriental Society*
- *Orientalia*
- *Lešonénu*
- *Journal of Coptic Studies*
- *Lingua Aegyptia*
- *Enchoria*
- *Zeitschrift für Ägyptische Sprache*
- *Göttinger Miszellen*
- *Chronique d'Egypte*
- *Journal of Egyptian Archaeology*
- *Bibliotheca Orientalis*
- *Orientalistische Literaturzeitschrift*
- *Studia Celtica*
- *Zeitschrift für Celtische Philologie*
- *Journal of Celtic Linguistics*
- *Zeitschrift für Slawistik*
- *Revue des Études Slaves*
- *Russian Linguistics*
- *Biuletyn Polskiego Towarzystwa Językoznawczego*
- *Baltic Linguistics*
- *Studies in Language*
- *Word*
- *Folia Linguistica*
- *Folia Linguistica Historica*

Generative track

The main general theoretical linguistics journals in English are:

- *Language*

- *Linguistic Inquiry*
- *Natural Language Semantics*
- *Natural Language and Linguistic Theory*
- *Linguistics*
- *Lingua*
- *Theoretical Linguistics*
- *Journal of Linguistics*

Yet there are many important journals dedicated to particular subfields of Linguistics, for example:

Semantics

- *Natural Language Semantics*
- *Linguistics and Philosophy*
- *Journal of Semantics*
- *Semantics and Pragmatics*

Morphology

- *Yearbook of Morphology*
- *Morphology*

Moreover, there are many important journals dedicated to the study of particular languages.

4.4 What are the research funds (in \$) of the institution, faculty/school, evaluated unit/study program in each of the last five years according to the source of funding: competitive sources, government/public funds, internal funds, other.

Research funds of the faculty of humanities in \$

	2006	2007	2008	2009	2010
Other	290,210	287,510	355,981	365,468	375,589
Government/Public	444,424	379,908	420,027	462,747	495,108
Internal	3,873,493	4,264,681	4,250,628	4,265,051	4,494,959
Competitive	1,810,971	1,658,335	1,753,095	1,615,678	2,026,001
Total Humanities	6,419,098	6,590,434	6,779,731	6,708,945	7,391,657

Research funds of the unit in \$

	2006	2007	2008	2009	2010
Other	34,622	62,541	74,249	79,040	61,498
Government/Public	89,098	86,547	39,464	21,733	19,253
Internal	937,034	929,806	952,212	982,260	1,021,726
Competitive	443,995	469,086	398,229	369,699	487,234
Total Unit	1,504,748	1,547,980	1,464,154	1,452,731	1,589,711

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

The program does not have departmental resources for supporting research students, either at the MA or at the PhD level.

The two sources available to us are:

1. University scholarships, such as "The President's scholarships" for PhD students, which is highly competitive, but which some of our students won in recent years (e.g. Eitan Grossman, Yaar Hever, Michal Marmorstein, Orit Eshel, Ilona Spector, Micha Breakstone, Pavel Kats).
2. Scholarships financed by the teacher's personal research projects (see §3.4.6), in which both MA students and PhD candidates participate.

Master degree with thesis

	Overall no.		No. of graduates	
	Faculty	unit	faculty	unit
2007	575	6	155	0
2008	560	8	162	2 (1 with honors)
2009	542	10	123	1 (with honors)
2010	563	13	153	3
2011	508	15	132	5 (2 with honors)

Doctoral degree

	Overall no.		No. of graduates	
	Faculty	unit	faculty	unit
2007	714	4	75	0
2008	649	4	92	1
2009	614	8	70	0
2010	606	8	85	1
2011	552	10	72	0

The small number of PhD students, and consequently of PhD graduates is not surprising, given the numbers of MA students. Sometimes the most promising MA students are encouraged by their teachers to pursue their PhD studies in prestigious programs abroad, in accordance with their specific interests, so as to “broaden their horizons”. The increase in numbers since 2009, coinciding with the year of the merger, also reflects the increased number of BA students in the three years preceding the merger as compared to previous years.

Advanced student funding

Dr. Eitan Grossman

2006-2009, Rottenstreich Fellowship for Outstanding Graduate Students in the Humanities \$21,500 per annum

Ya'ar Hever

2008-2011: Nathan Rottenstreich Scholarship for Outstanding Ph.D. Candidates in the Humanities, The Council for Higher Education and the Hebrew University - \$21,500 per annum.

2008: Honors Ph.D. program in the Humanities (“The President Scholarships”), the Hebrew University – \$11,000 per annum.

Orit Eshel

2009-2012, The Council for Higher Education (Vatat) Rotenstreich Fellowship for excellent doctoral students. - 21,500\$ per annum

2008-2009, President’s Scholarship for Outstanding Doctoral Students, a four-year stipend from the Faculty of Humanities at the Hebrew University of Jerusalem. - \$11,000 per annum

Michal Marmorstein

2011, Polonsky Scholarship for outstanding Doctoral Candidates - \$20,000 per annum

2010, President Scholarship for Academic Excellence (PhD) \$11,000 per annum

2009, Wolf Foundation Scholarship for Academic Excellence - \$1100

2008, Leslau Foundation Scholarship for Ethiopian Studies (PhD) - \$11,000 per annum

2007-2008, Rector’s Award for Academic Excellence (M.A) - \$4,000

2006-2007, Einstein Foundation Scholarship for Academic Excellence - \$16,000 per annum

2006-2007, Rector’s Award for Academic Excellence (B.A.) – \$2,500

Ilona Spector

2010 - 2013 President Scholarship for Academic Excellence (PhD) \$16000 per annum

Pavel Kats

2011 - 2014, President Scholarship for Academic Excellence \$11000 per annum

Micha Breakstone

2009 - 2012, President Scholarship for Academic Excellence \$11000 per annum

Efrat Miller

2009-2010, Rudin Foundation Honors Scholarship, \$10,000 per annum

Pavel Ozerov

2008-2009, Excellence awards for MA students in the department of Humanities, \$5,000 per annum.

Shahar Schirz

2008 - Netzer award for Iranian studies - \$1300

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

Faculty members are not required to serve as supervisors. However, it constitutes an important component of the considerations for promotion. All senior faculty members of the department have supervised MA and PhD theses over the years, often out of their own initiative and within their personal field of expertise. Supervisors are determined by the personal choice and preference of the student. Topics are determined mutually by the supervisor and the student.

4.7 Please provide a list of publications in the last five years (only by the teaching staff of the evaluated study program) according to refereed journals, books (originals or editions), professional journals, conference proceedings, professional reports, etc.**Structural track****Prof. Moshe Taube**Book:

1. *The Logika of the Judaizers : a Fifteenth Century Ruthenian Translation from Hebrew. Critical edition of the Slavic texts presented alongside their Hebrew sources, with Introduction, English translation, and commentary*, Jerusalem: Israel Academy of Sciences and Humanities. (in press).

Books edited:

2. *Quadrivium: Festschrift in Honour of Professor Wolf Moskovich*, Jerusalem 2006 [with R. Timenchik, S. Schwarzband]
3. *Jews and Slavs* Vol. 20 (2008) The Holy Land and the manuscript legacy of Slavs. [with W. Moskovich, S. Nikolova]
4. *The Bible in the Slavic Tradition*, Leiden - Boston : Brill [with A. Kulik, C.M. MacRobert, S. Nikolova, C. Vakareliyska] (in press)

Chapters in edited books:

5. Which Hebrew Text of Algazel's *Intentions* served for the Translation of the Slavic *Logika*?, in: M. Taube, R. Timenchik, S. Schwarzband (eds.), *Quadrivium: Festschrift in Honour of Professor Wolf Moskovich*, Jerusalem 2006. 47-52.
6. How imperfect can a Cleft Sentence be? Focusing *dos*- and *es*-Sentences in Yiddish, in T. Bar and E. Cohen (eds.), *Studies in Semitic and General Linguistics in Honour of Gideon Goldenberg*, Münster 2007. 345-377 [=AOAT 334]
7. 'Kemoy-subordinatsye in yidish: narative az-zatsn'. (in Yiddish) To appear in I. Bartal, C. Rosenzweig *et alii* (eds.) *Festschrift for Khavé Turniansky*.
8. 'Verbal Hendiadys in Yiddish'. To appear in N. Jacobs, H. I. Aronson and T. Shannon (eds.) *Yiddish and Typology*.
9. 'On superordinate *az*-clauses in Yiddish narrative'. To appear in Aptroot, Marion & Hansen, Björn (eds.) *Yiddish Language Structures* [Empirical Approaches to Language Typology], Berlin: Mouton de Gruyter.
10. 'On argumentative *az*-clauses in Yiddish'. To appear in a Festschrift.
11. 'The Slavic version of Maimonides' *De Coitu*', (with W.F. Ryan). To appear in: *Maimonides' De Coitu in Arabic, Hebrew, Latin and Slavic*, edited by Gerrit Bos.
12. 'Jewish-Christian Collaboration in Slavic Translations from Hebrew'. To appear in B. Gasparov, V. Izmirlieva (eds.) *Translation and Tradition in Slavia Orthodoxa*. Vienna, Austria: Lit Verlag, Series Slavische Sprachgeschichte. (in press)
13. 'Questions about the make-up and the making of the Old Testament books in the Vilnius Codex', *Festschrift for A.A.Alexeev*. St-Petersburg: D. Bulanin. 315-320. (in press)
14. 'On «The Third Capture of Jerusalem by Titus» and its sources', to appear in M. Flier, D. Birnbaum, and C. Vakareliyska (eds.) *H.G. Lunt Memorial volume*.

15. 'The Book of Proverbs in Vilnius 262', to appear in: A. Kulik, C.M. Macrobert, S. Nikolova, M. Taube, C. Vakareliyska (eds.) *The Bible in the Slavic Tradition*, Leiden - Boston : Brill (in press) .

Articles in Journals:

16. 'A Long(-Forgotten) passive construction in Old Russian [sic! this is an innovative spelling introduced by the journal, designating Old East Slavic]', *Harvard Ukrainian Studies*, vol. 28/1-2 (2006). 287-305.
17. 'The «Praise of the Virtuous Woman» from Hilandar'. *Slovo* vol. 56-57, Zagreb 2008. 545-558.
18. 'Transmission of Scientific Texts in 15th-Century Eastern Knaan'. *Aleph: Historical Studies in Science and Judaism*. vol. 10/2 (2010). 315-353.

Book Reviews:

19. Review of Joel Raba, *The Contribution and the Recompense: The Land and the People of Israel in Medieval Russian Thought*, Tel Aviv: Goldstein-Goren Diaspora Research Center 2003, in: *Zion*, vol. 71/2 (2006), 233-237. (in Hebrew)

Encyclopedic Entries:

20. 'East Slavic texts', in G. Hundert *et alii* (eds.), *The YIVO Encyclopedia of Jews in Eastern Europe*, Yale University Press, 2008.
21. 'Translations from Hebrew into Slavic in Russia and the movement of Judaizers'. (in Hebrew) in I. Bartal and A. Kulik (eds.), *History of Russian Jews*, vol.1. Jerusalem: Shazar Center 2009. 290-308.
22. 'Eres' zhidovstvujushchikh i perevody s evrejskogo v srednevekovoj Rusi'. In A.Kulik (ed.) *Istorija evrejskogo naroda v Rossii : ot drevnosti do rannego novogo vremeni*. Moscow – Jerusalem : Mosty kul'tury. 2009, 367-397. (in Russian)

Prof. Ariel Shisha-Halevy

Book:

1. Topics in Coptic Syntax: Structural Studies in the Bohairic Dialect, Leuven: Peeters, 2007

Books edited:

2. Ancient Egyptian, Neo-Semitic, Methods in Linguistics: Workshop in Memory of H.J. Polotsky - Proceedings, Jerusalem: The Israel Academy of Sciences and Humanities [with G. Goldenberg]

Chapters in edited books:

3. 2006a "On Conversion, Clause Ordination and Related Notions", Proceedings, Ancient Egyptian, Neo-Semitic - Methods in Linguistics: Workshop in Memory of H.J. Polotsky, ed. G. Goldenberg and A. Shisha-Halevy, Jerusalem: The Israel Academy of Sciences and Humanities, 92-105
4. "Determination-Signalling Environment in Old and Middle Egyptian: Work-Notes and Reflections", in, T. Bar and E. Cohen (eds.), Festschrift Gideon Goldenberg, 2007, Ugarit-Verlag, 223-254
5. "A Note on Converbs in Egyptian and Coptic." In: Afroasiatic Studies in Memory of Robert Hetzron, edited by Charles G. Häberl, 95-105. Newcastle upon Tyne, UK: Cambridge Scholars, 2009
6. 2009d "Rhetorical Narratives: Notes on Narrative Poetics in Shenoutean Sahidic Coptic", in: Literary-Linguistic Approaches to Narrative: the Ancient Near East (including Egypt), and Neighbouring Regions, Leuven: Peeters (OLA) 451-498
7. 2010 "Converbs in Welsh and Irish: a Note", in: Kelten am Rhein: Akten des dreizehnten Internationalen Keltologiekongresses von LVR Landesmuseum Bonn, Verein von Altertumsfreunden im Rheinlande. Mainz: Verlag Philipp von Zabern, 270-277
8. Forthcoming (a): "Musings on Neutralization in Coptic" (Festschrift, in the press)
9. Forthcoming (b) "Linguistic Symptoms of Shenoutean Authorship", in: Proceedings of the Third Summer School of Coptic Papyrology, Strasbourg 2010
10. Forthcoming (c) "The Circumstantial Conversion in Coptic: Materials towards a Syntactic Profile" (Festschrift)
11. Forthcoming (d): "Structural/Interferential View of Greek Elements in Shenoute" (Proceedings of the Leipzig 2006 Conference on Loanwords in Coptic)

Articles in Journals:

12. "H.J. Polotsky Structuralist" in: After Polotsky: Proceedings of the Colloquium, Bad Honnef, September 2005, *Lingua Aegyptia* 14:1-8
13. 2009b "Work-Notes on Shenoute's Rhetorical Syntax: esje and ara - Suspension of Disagreement, Irony and reductio ad absurdum" in: Liber Amicorum: Jürgen Horn zum Dank, *Göttinger Miszellen* Beiheft, 5, 113-129

Book Reviews:

14. Review of Layton, Coptic Grammar, Second Edition, Orientalia, 2006

15. 2009c “On Typology, Syntax and Aspect in Egyptian: a Question of Method”, review article on J. Winand, Temps et aspect en égyptien, *Chronique d’Egypte* LXXXIV 136-152

Encyclopedic Entries:

16. “H. J. Polotsky”, in: *Lexicon Grammaticorum*, 2nd ed. (ed. H. Stammerjohann) (with G. Goldenberg)

Dr. Eran Cohen

Books:

1. Cohen, Eran: *Conditional Structures in Mesopotamian Old Babylonian* (Languages of the Ancient Near East 4), Eisenbrauns, Winona Lake. (ca. 200 pp. forthcoming)
2. Cohen, Eran: *The Syntax of Neo-Aramaic: The Jewish Dialect of Zakho* (to be published in Gorgias Neo-Aramaic Studies, eds. G. Khan and H. Mutzafi) (ca. 470 pp., forthcoming)

Edited books:

3. Bar, Tali and Cohen, Eran (Eds.): *Studies in Semitic and General Linguistics in Honor of Gideon Goldenberg* (Alter Orient und Altes Testament vol. 334), Ugarit Verlag, Münster 2007.

Chapters in edited books:

4. Cohen, Eran: “Zakho Neo-Aramaic and Old Babylonian Akkadian: The (Concessive-) Conditional Pattern”, in: *Studies in Semitic and General Linguistics in Honor of Gideon Goldenberg* (Alter Orient und Altes Testament vol. 334), Eds. T. Bar and E. Cohen, Münster 2007, 159–177.
5. Cohen, Eran: “Syntactic Focus Marking in Jewish Zakho Neo-Aramaic”, in: *Neo-Aramaic Dialect Studies*, Ed. Geoffrey Khan, Gorgias Press, Piscataway, 2008, 149–169.
6. Cohen, Eran: “Nexus and Nexus Focusing”, in: *Egyptian, Semitic and General Grammar, Workshop in Memory of H. J. Polotsky (Jerusalem, 8–12 July 2001)*, Eds. G. Goldenberg and A. Shisha-Halevy, The Israel Academy of Sciences and Humanities 2009, 132–148.
7. Cohen, Eran: “Conditional Structures in the Old Babylonian Omens”, *Babel und Bibel* 4–5 (CRRAI) *Babel und Bibel* 4 [Annual of Ancient Near Eastern, Old Testament, and Semitic Studies], Proceedings of the: 53e Rencontre Assyriologique Internationale “Language in the Ancient Near East” (2010): 709–727
8. Cohen, Eran: “Marking nucleus and attribute in North-Eastern Neo-Aramaic” in *Proceeding of the VIII Afro-Asiatic Congress (September 2008, Naples)*, Studi Maghrebini (Nuova Serie), VII (2010): 79–94

9. Cohen, Eran: "Attribute", *Encyclopedia of Hebrew Language and Linguistics*, Brill (4pp., double columned) (accepted for publication)
10. Cohen, Eran: "The Determination System in the Jewish dialect of Zakho", *Festschrift* (13pp) (accepted for publication)
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Dr. Lea Sawicki

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Dr. Eitan Grossman

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2. Grossman, E. and T.S Richter (eds.), *Structural Borrowing in Antiquity: The Impact of Language Contact on Coptic*. Accepted for publication by Mouton de Gruyter (Berlin & New York), Language Contact and Bilingualism series, (pending submission of manuscript).
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Dr. Dana Taube

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Orit Eshel

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Michal Marmorstein

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Generative track

Dr. Nora Boneh

Syntax and semantics of tense, aspect and modality; Syntax of possession; Dative constructions; Romance and Semitic languages

Journals

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Prof. Edit Doron

Semantics; Syntax; Semitic languages; Voice; Causativity; Agency; Habituality

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Prof. Yehuda N. Falk

Grammatical functions; The relation between grammatical functions and constituent structure; *Wh*-constructions; The structure of English; The structure of Hebrew; Syntactic typology.

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Prof. Danny Fox

Syntax; Semantics/logic; Pragmatics; Principles of Optimization (Economy/Optimality); Principles of Linearization (Word Order); Language Development; Language Processing

Journals

1. 2006. with Martin Hackl. "The Universal Density of Measurement" *Linguistics and Philosophy*. 29 (5): 537-586.
2. 2008. "Two short notes on Schlenker's theory of presupposition projection" *Theoretical Linguistics* 34(3): 237-252.
3. 2008. with Gualmini, Husley and Hacquard. "The Question-Answer Requirement for Scope Assignment," *Natural Language Semantics* 16:205-237.
4. 2011. "On the Characterization of Alternatives" *Natural Language Semantics* 19(1): 87-107.

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5. 2006. With Takahashi. "MaxElide and the Re-binding Problem", in *Proceedings of SALT XV*, 223-240, CLS, Cornell University, Ithaca, NY.
6. 2007. "Free Choice and the Theory of Scalar Implicatures," In Sauerland, U. and S. Penka (eds.) *Presupposition and Implicature in Compositional Semantics*, pp. 71-120. Palgrave.
7. 2008. "Too Many Alternatives, Density, Symmetry and Other Predicaments," in *Proceedings of SALT XVII*, CLS, Cornell University, Ithaca, NY.
8. 2009. With Roni Katzir. "On the Characterization of Alternatives for Implicature and Focus," in Égré, P., and G. Magri (eds.), *Presuppositions and Implicatures*, MITWP, pp. 101-110.
9. 2009. With Gennaro Chierchia and Benjamin Spector, "Hurtford's Constraint and the Theory of Scalar Implicatures", in Égré, P., and G. Magri (eds.), *Presuppositions and Implicatures*, MITWP, pp. 47-62.
10. *In Press*. Gennaro Chierchia and Benjamin Spector, "The Grammatical View of Scalar Implicatures and the Relationship between Semantics and Pragmatics", in Claudia Maienborn, Klaus von Heusinger, and Paul Portner, (ed.), *Semantics: An International Handbook of Natural Language Meaning*. Berlin: Mouton de Gruyter.

Other Publications

11. In Press. With Y. Sudo, J. Romoli and M. Hackl. "Presupposition Projection out of Quantified Sentences – strengthening, local accommodation and inter-speaker variation".
12. In Press. with M. Breakstone, A. Cremers, and M. Hackl. "Processing Degree Operator Movement".

Prof. Malka Rappaport Hovav

Lexical semantics; Argument structure; Diathesis alternations; Lexical aspect; Grammatical aspect; Morphology

Edited Book

1. with Edit Doron and Ivy Sichel. 2010. *Syntax, Lexical Semantics and Event Structure*, Oxford University Press. 384 p.

Journals

2. with Beth Levin. 2006. "Constraints on the Complexity of Verb Meaning and VP Structure", *Snippets* 20: 33-36.
3. with Beth Levin. 2008. "The English Dative Alternation: the Case for Verb Sensitivity". *Journal of Linguistics* 44.1: 129-167.
4. with Edit Doron. 2010. "A Unified Approach to Reflexivization in Semitic and Romance," in *Brill's Annual of Afro-asiatic Languages and Linguistics*, Vol. 1. 1-31.

Chapters in collections / proceedings

5. with Edit Doron. 2007. "Towards a Uniform Theory of Valence-changing Operations". *Proceedings of IATL* 23.
<http://linguistics.huji.ac.il/IATL/23/Doron-Rappaport.pdf>
6. with Beth Levin. 2007. "Deconstructing Thematic Hierarchies," in J. Grimshaw, J. Maling, C. Manning, J. Simpson, and A. Zaenen, eds., *Architectures, Rules, and Preferences: A Festschrift for Joan Bresnan*, CSLI Publications, Stanford, CA. 385-402.
7. 2008. "Lexicalized Meaning and the Internal Temporal Structure of Events", in S. Rothstein, ed., *Theoretical and Crosslinguistic Approaches to Aspect*, John Benjamins. 14-42.
8. with Beth Levin. 2010. "Reflections on the Complementarity of Manner and Result", in M. Rappaport Hovav, E. Doron and I. Sichel, eds. *Syntax, Lexicon and Event Structure*, Oxford University Press. 21-38.
9. with Beth Levin. 2011. "Lexical Conceptual Structure", in Claudia Maienborn, Klaus von Heusinger, Paul Portner, eds., *Semantics: An International Handbook of Natural Language Meaning* Mouton de Gruyter, Handbook series *Handbooks of Linguistics and Communication Science* (HSK)). 420-440.
10. with B. Levin. *In press*. "Lexicon Uniformity and Verbal Polysemy," in M. Everaert, M. Marelj and T. Siloni, eds *The Theta-System*, Oxford University Press.

11. *To appear*. “Building Scalar Changes”, in *The Roots of Syntax and the Syntax of Roots*, H. Borer, A. Alexiadou and F. Schaeffer, eds. Oxford University Press.
12. with Beth Levin. *To appear*. “Lexicalized Meaning and Manner/Result Complementarity”, in B. Gehrke and B. Arsenijevic *Subatomic Semantics of Event Predicates*.
13. Levin, B. and M. Rappaport Hovav (to appear) “Manner and Result: A View from *clean*”. *Language Description Informed by Theory*, in D. Guillemin, R. Pensalfini, and M. Turpin, eds., John Benjamins, Amsterdam.
14. Rappaport Hovav, M. (to appear) “Lexicalized Scales and Scalar Change in Two Domains.” to appear in Fleischhauer, eds., *Scalarity in Verb-based Constructions*, OUP.

Encyclopedia Entries

15. “Lexical Semantics” to appear in *Encyclopedia of Hebrew Language and Linguistics*. Brill USA Inc.

Dr. Ivy Sichel

Comparative Syntax; Syntax-semantics interface; Syntax-lexicon interface; Structure of DP; Nominalization; Pronouns; Raising and Control

Edited Book

1. with Edit Doron and Malka Rappaport Hovav. 2010. *Syntax, Lexical Semantics and Event Structure*, Oxford University Press. 384 p.

Journals

2. 2009. “New Evidence for the Structural Realization of the Implicit External Argument in Nominalizations”. *Linguistic Inquiry* 40:712-723.
3. 2010. with Nora Boneh. “Deconstructing Possession”. *Natural Language and Linguistic Theory* 28.1: 1-40.
4. 2011. with Sabine Iatridou. “NegDP, Scope Diminishment, and A-Chains”. *Linguistic Inquiry* 42:595–629.

Chapters in collections / proceedings

5. 2007. “Raising in DP Revisited”. In S. Dubinsky & W. Davies (eds.) *New Horizons in the Analysis of Control and Raising*. Springer. pp. 15-34.
6. 2008. “Kinuyim romzim ve-anafora”. [Demonstrative Pronouns and Anaphora/Hebrew]. In G. Hatav (ed.) *Balshanut Ivrit Te’oretit* [Hebrew Theoretical Linguistics]. Magnes publishers, Jerusalem, pp. 279-307.

7. with Sabine Iatridou. 2009. "NegDP and Scope Diminishment: Some basic patterns". In A. Schardl, M. Walkow and M. Abdurrahman (eds.) *Proceedings of NELS 38*. GLSA, University of Massachusetts, Amherst. pp. 337-350.
8. with Malka Hovav and Edit Doron. 2010. "Introduction". In M. Hovav, E. Doron and I. Sichel (eds.) *Syntax, Lexical Semantics and Event Structure*. Oxford: Oxford University Press. pp. 1-18.
9. 2010. "Event Structure Constraints in Nominalization". In A. Alexiadou and M. Rathert (eds.) *The Syntax of Nominalizations across Languages and Frameworks*. Berlin: Mouton de Gruyter. pp. 159-197.
10. 2010. "Towards a Typology of OC and NOC in DP". In N. Hornstein and M. Polinsky and (eds.) *Movement Theory of Control*. Amsterdam: John Benjamins Press. pp. 245-268.

Encyclopedia entries

11. *To appear*. "Infinitive Complements." *Encyclopedia of Hebrew Language and Linguistics*. Brill USA Inc.
12. *To appear*. "Purpose clauses." *Encyclopedia of Hebrew Language and Linguistics*. Brill USA Inc.

Prof. Yael Ziv

Discourse and pragmatics, with specific interests in Relevance Theory; Information structure; Discourse markers; Centering theory and attentional state; Generics; Conditionals; Existentials; The discourse characterization of Spoken Hebrew.

Journals

1. 2006. "Osim kaze dibur yashir" [Doing *like* Direct Speech] In: R. Ben Shachar and G. Toury, (eds.) *Hebrew as a Living Language* 4. The Porter Institute for Poetics and Semiotics, Tel Aviv University, Hakibbutz Hameuxad : 141-156. [In Hebrew]
2. 2007. "The discourse Markers *naxon* and *lo*: Linguistic and Rhetorical Characterization". *Hebrew Linguistics* 54 :7-21. [In Hebrew]
3. 2010. "Igun bemodel Hasiach" [Anchoring in Discourse model] *Hebrew Linguistics* 64: 37-47.

Chapters in collections / proceedings

4. 2008. "Codifying Apparent Inconsistencies in Discourse: The case of Hebrew *ma*" In: S. Armon-Lotem, G. Danon and S. Rothstein (eds.) *Current Issues in Generative Hebrew Linguistics*. Amsterdam/Philadelphia: John Benjamins Publishing Company. pp. 353-388.

5. *In print*. “‘Staam’: Shmirat ikviyut basiach” [Hebrew ‘Stamm’: maintaining consistency in Discourse] *Asufot umuvaot belashon* [Collection of articles on Language] *Volume in Memory of Shaul Aloni*. The Hebrew Language Academy.
6. Commissioned for a collection of papers on Spoken Hebrew in Honor of Ora Scharzwald : כמה "בכלל" יש בכלל? [How many "bixlal" are there at all?]. In Malka Muchnik (ed.). Bar-Ilan University.

Encyclopedia entries

7. *To appear*. “Discourse analysis”. In *Encyclopedia of Hebrew Language and Linguistics*. Brill USA Inc.
8. *To appear*. “Existential sentences in Hebrew”. In *Encyclopedia of Hebrew Language and Linguistics*. Brill USA Inc.

Dr. Elitzur Bar-Asher (Department of Hebrew/School of Language Sciences)

Journals

1. 2004-7. “An Explanation of the Etiology of the Name Ammon in Genesis 19, Based on Evidence from Nabataean Aramaic and the Safaitic Arabian Dialect,” *Zeitschrift für Althebraistik* 17-20: 3-10.
2. 2007. “The Notion of Tradition in the History of Linguistics,” Review Essay, *Beiträge zur Geschichte der Sprachwissenschaft* 17: 277-288.
3. 2008. “Linguistic Markers in the Book of Ruth,” *Shnaton – An Annual for Biblical and Ancient Near Eastern Studies* 18: 25-42.
4. 2009. “Dual Pronouns in Semitics and an Evaluation of the Evidence for their Existence in Biblical Hebrew,” *Ancient Near Eastern Studies* 46: 32-49
5. 2009. “The Imperative Forms of Proto Semitic and a New Perspective on Barth’s Law,” *Journal of American Oriental Society* 128: 233-255.
6. 2011. “On the Passiveness of One Pattern in Jewish Babylonian Aramaic – a Linguistic and Philological Discussion”, *Journal of Semitic Studies* 56: 111-143.
7. 2011. “The Epistolary Terms k’t, k’nt in Official Aramaic, the Feminine Endings in Aramaic Dialects and Other Isoglosses in the History of Aramaic”, *Ancient Near Eastern Studies* 48: 199-23.
8. 2011. “From typology to diachrony: synchronic and diachronic aspects of predicative possessive constructions in Akkadian,” *Folia Linguistica Historica*. 32:43-88.

9. 2011. "Who separated from whom and why? A philological study of 4QMMT," *Revue de Qumran*. 98:229-256.

Chapter in collections / proceedings

10. 2007. "The Origin and the Typology of the Pattern *qtil li* in Syriac and Babylonian Aramaic," A. Mamman, S. Fassberg and Y. Breuer, (eds.), *Sha'arey Lashon: Studies in Hebrew, Aramaic, and Jewish Languages in Honor of Moshe Bar-Asher*, Hebrew University, vol. II, 360-392 [in Hebrew]
11. 2007. "How an Empiricist Finds a New Science," Colloque international 19-22 juin 2007, Révolutions saussuriennes, Documents de travail, pp. 259-267.
(<http://www.saussure.ch/preprints/Bar-Asher.pdf>)
12. 2008. "How an Empiricist Finds a New Science: An Epistemological Inquiry in Ferdinand de Saussure's Linguistic Theory" in Arrivé Michel (ed.), *Du côté de chez Saussure, A l'occasion de ses anniversaires (1857: naissance, 1907: premier Cours de linguistique générale)*, Limoges: Lambert-Lucas, pp. 23-38.
13. 2009. "Can the Grammar of Babylonian Aramaic Be Used in Evaluating the Language of the Zohar, and if so, How?" *Proceedings of the Conference: Late Aramaic - The Literary and Linguistic Context of the Zohar*, University College London, November 9-11 2009.
14. *Forthcoming*. "Adnominal possessive and subordinating particles in Semitic languages", Bodelot, C., Gruet-Skrabalova, H., Trouilleux, F. (eds.), *Morphologie, syntaxe et sémantique des subordonnants. Cahiers du LRL vol. 5*. Clermont-Ferrand: Presses universitaires Blaise-Pascal.
15. *Expected* 2012. "Diachronic Syntactic Studies in the Hebrew Pronominal Reciprocal Constructions", in *Diachrony in Biblical Hebrew*, edited by Cynthia Miller and Ziony Zevit, Winona Lake: Eisenbrauns.

Book Reviews

16. 2007. Sharvit Shimon, Language and Style of Tractate Avoth Through the Ages, *Hebrew Studies* 48: 101-104.
17. 2008. Sperber Daniel, The Path of Halacha, Women Reading the Torah: A Case of Pesika Policy, *Haaretz' Book Review*, April 16, 2008.
18. 2011. Alvestad Silje and Lutz Edzard, *la-h'Ūšōb, but la-h'Ū,,zōr? Sonority, Optimality and the Hebrew pe-Het forms*, (Abhandlungen für die Kunde des Morgenlandes 66), *Journal of Semitic Studies* 56: 404-406.

Entries in Dictionaries and Encyclopedias

19. 2010. "Hebrew: Jewish Use of in the Second Temple Period," in *Dictionary of Early Judaism*, edited by Collins John J. and Daniel C. Harlow, Grand Rapids: Eerdmans.
20. *Forthcoming*. "Apocope". *Encyclopedia of Hebrew Language and Linguistics*. Brill USA Inc.
21. *Forthcoming*. "Diglossia in Rabbinic Hebrew". *Encyclopedia of Hebrew Language and Linguistics*. Brill USA Inc.

Dr. Andrew Burrows (English Department)

1. 2009. "Problems with the Translation of Metaphor in the Bible". PhD Dissertation. The Hebrew University of Jerusalem.

Prof. Carl Posy (Philosophy Department)

Edited Books

1. *Forthcoming*. *Computability: Church, Gödel, Turing and Beyond*, Shagrir, Copeland, Posy (eds.) The MIT Press.
2. *Forthcoming*. *Kant's Philosophy of Mathematics, Its Nature, Roots and Consequences volumes I and II*, C. Posy and O. Rechter (eds.)

Journals

3. 2008. "Intuition and Infinity: A Kantian Theme with Echoes in the Foundations of Mathematics", in *Kant and the Philosophy of Science Today*, M. Massimi, ed., *Royal Institute of Philosophy Supplement*, 63: 165-193.
4. 2009. *Computability, its Nature and Applications*, Special issue of the *Rutherford Journal*. O. Shagrir, J. Copeland, C. Posy (eds.).
5. 2010. "Man is the Measure: Kantian Thoughts on the Unities of Self and World", *IYYUN*, v. 59: 115-141.

Chapters in collections / proceedings

6. 2007. "Free Logics," in *The Handbook of the History and Philosophy of Logic*, volume 8, D. Gabbay and J. Woods, eds., Elsevier, pp.633-680.
7. 2007. "Autonomy or Authenticity", in *Leibniz, What Kind of Rationalist*, M. Dascal, (ed). Springer. pp. 293-314.

8. 2008. "Brouwerian Infinity", in *One Hundred Years of Intuitionism (1907-2007)*, M.. van Atten, et. al. (eds.). Birkhäuser. pp. 21-36.
9. 2011. "On the Finite: Kant and the Paradoxes of Knowledge". In C. Celluci, E. Grosholz, and E. Ippoliti (eds.) *Logic and Knowledge*, London: College Publications.
10. *To appear*. "Realism, Reference and Reason: Thoughts on Putnam and Kant" In *The Philosophy of Hilary Putnam*, Library of Living Philosophers, Open Court.
11. *To appear*. "Computability and Constructivity". In *Computability: Church, Gödel, Turing and Beyond*, Shagrir, Copeland, Posy (eds.) The MIT Press.
12. *To appear*. "On Loosening Identity: Category Theory and the Foundations of Mathematics". In *Philosophy in an Age of Science*, Oxford University Press.
13. *To appear*.with Ofra Rechter. "The Study of Kant's Philosophy of Mathematics in Our Time". In *Kant's Philosophy of Mathematics: Its Nature, Roots and Consequences: Volume I*. C. Posy and O. Rechter (eds.).
14. *To appear*. "Kant and Brouwer" In *Kant's Philosophy of Mathematics, Its Nature, Roots and Consequences volume I*, C. Posy and O. Rechter (eds.).
15. *To appear*. "Systematicity and Semantics: Mathematics in Kant's Critical Turn" In *Kant's Philosophy of Mathematics, Its Nature, Roots and Consequences volume II*, C. Posy and O. Rechter (eds.).

Dr. Inbal Arnon

Edited Books

1. *To appear*. with Clark, E. V. *Experience, Variation and Generalization: Learning a First Language*. Trends in Language Acquisition Research Series, Amsterdam: John Benjamins.

Journals

2. 2009. Tily, H., Gahl, S., Arnon, I., Kothari, A., Snider, N. and Bresnan, J. "Pronunciation reflects syntactic probabilities: Evidence from spontaneous speech". *Language & Cognition* 2(1): 147-165.
3. 2010. "Re-thinking child difficulty: The effect of NP type on children's processing of relative clauses in Hebrew". *Journal of Child Language*, 37: 27 – 57.
4. 2010. with Snider, N. "More than words: Frequency effects for multi-word phrases". *Journal of Memory and Language*, 62: 67-82.

5. *in press*/2011. with Clark, E. V. “When ‘*on your feet*’ is better than ‘*feet*’: Children’s word production is facilitated in familiar sentence-frames”. *Language Learning and Development*, 7: 000-000.
6. *To appear*. Hofmeister, P., Jaeger, F. T., Arnon, I., Snider, N., & Sag, I. “The source ambiguity problem: distinguishing the effects of grammar and processing on acceptability judgments”. *Language and Cognitive Processes*.
7. *To appear*. de Marneffe, M., Grimm, S., Arnon, I., & Bresnan, J. “A statistical model of grammatical choices in children’s production of dative sentences”. *Language and Cognitive Processes*.

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8. 2007. Hofmeister, P., Jaeger, F., Arnon, I., Sag, I., & Snider, N. “Locality and Accessibility in Wh-questions”. In S. Featherston & W. Sternefeld (eds.), *Linguistic Evidence: Empirical, Theoretical, and Computational Perspectives*. Berlin: Mouton de Gruyter. pp. 185-205.
9. 2009. Arnon, I., & Ramscar, M. “Order-of-acquisition affects what gets learned”. In N.A. Taatgen & H. van Rijn (Eds.), *Proceedings of the 31th Annual Conference of the Cognitive Science Society*. pp. 2112-2117.
10. 2010. Frank, M., C, Tily, H., Arnon, I., & Goldwater, S. “Beyond Transitional Probabilities: Human Learners Impose a Parsimony Bias in Statistical Word Segmentation”. *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* pp. 000-000.
11. *To appear*. “Units of learning in language acquisition”. In I. Arnon & E.V. Clark (Eds.), *Experience, Variation and Generalization: Learning a First Language*, Trends in Language Acquisition Research Series, Amsterdam: John Benjamins.
12. *To appear*. “Learning constructions: re-thinking the path of relative clause acquisition in Hebrew”. In E. Kidd (Ed.). *The acquisition of relative clauses: functional and typological perspectives*, Amsterdam: John Benjamins.
13. *To appear*. Snider, N., & Arnon, I. “A unified lexicon and grammar? Compositional and non-compositional phrases in the lexicon”. In S. Gries & D. Divjak (Eds.) *Frequency effects in language*. Berlin: Mouton de Gruyter.

Prof. Martin Hackl

Journals

1. 2006. with Danny Fox, “The Universal the Density of Measurement”. *Linguistics and Philosophy* 29, 5: 537-586.
2. 2009. “On the Grammar and Processing of Proportional Quantifiers: Most versus More Than Half”. *Natural Language Semantics* 17, 1: 63-98.
3. *To appear.* with Jon Nissenbaum. “A Modal Ambiguity in For-Infinitival Relative Clauses”. *Natural Language Semantics*.

Chapters in collections / proceedings

4. 2007. with Jorie Koster-Moeller and Jason Varvoutis. “Processing evidence for Quantifier Raising: The case of Antecedent Contained Ellipsis”. In *Proceedings of SALT 17*, Cornell: CLC Publications.
5. 2008. with Jorie Koster-Moeller. “Quantifier Scope Constraints in ACD: Implications for the Syntax of Relative Clauses”. In Natasha Abner and Jason Bishop (eds.): *Proceedings of the 27th West Coast Conference on Formal Linguistics*. Somerville, MA, Cascadilla Proceedings Project: 301-309.
6. 2008. with Jorie Koster-Moeller and Jason Varvoutis. “Verification Procedures for Modified Numeral Quantifiers”. In Natasha Abner and Jason Bishop (eds.): *Proceedings of the 27th West Coast Conference on Formal Linguistics*. Somerville, MA, Cascadilla Proceedings Project: 310-317.
7. 2008. with David Poeppel. “The Functional Architecture of Speech Perception”. In James Pomerantz (ed.): *Topics in Integrative Neuroscience: From Cells to Cognition*. Cambridge, Cambridge University Press. (2008): 514-180.
8. 2009. with Jorie Koster-Hale and Andrea Gottstein. “Processing Opacity”. In Arndt Riester and Torgrim Solstad (eds.): *Proceedings of SuB13*, Stuttgart.
9. *To appear.* with Hadas Kotek, Yasutada Sudo, Edwin Howard. “Most meanings are superlative”. In *Syntax and Semantics* (ed. Jeff Runner). pp. XX.

Prof. Philippe Schlenker

Journals

1. 2007. “The Elimination of Self-Reference (Generalized Yablo-Series and the Theory of Truth)”, *Journal of Philosophical Logic* 36, 3: 251-307.
2. 2007. “Anti-Dynamics (Presupposition Projection Without Dynamic Semantics)”. *Journal of Logic, Language and Information* 16, 3: 325-256.

3. 2007. "How to Eliminate Self-Reference: A Précis". *Synthese*, Volume 158, Number 1: 127-138.
4. 2007. "Expressive Presuppositions". Invited commentary on C. Pott's 'Expressive Dimension'. *Theoretical Linguistics* 33 (2): 237-246.
5. 2008. "Be Articulate: A Pragmatic Theory of Presupposition Projection". *Theoretical Linguistics*, 34, 3: 157-212.
6. 2008. "Presupposition Projection: Explanatory Strategies" (replies to commentaries). *Theoretical Linguistics* 34, 3: 287-316.
7. 2009. "Anselm's Argument and Berry's Paradox". *Noûs* 43, 2: 214-223.
8. 2009. "Local Contexts". *Semantics & Pragmatics*, 2, 3: 1-78.
9. 2010. "Super Liars". *Review of Symbolic Logic* 3(3): 374-414.
10. 2010. "Presuppositions and Local Contexts". *Mind* 119, 474: 377-391.
11. 2010. "Local Contexts and Local Meanings". *Philosophical Studies* 151, 1: 115-142 (special issue on Stalnaker's "Assertion").
12. 2010. "A Phonological Condition that Targets Discontinuous Syntactic Units: ma/mon suppletion in French". *Snippets* 22.
13. 2011. "Singular Pronouns with Split Antecedents". *Snippets* 23.
14. *Forthcoming*. "DRT with Local Contexts". *Natural Language Semantics*. DOI: 10.1007/s11050-011-9069-7.
15. *Forthcoming*. "The Proviso Problem: a Note". *Natural Language Semantics*.
16. *To appear*. "Presupposition Projection: Two Theories of Local Contexts – Part I". *Language and Linguistics Compass*.
17. *To appear*. "Presupposition Projection: Two Theories of Local Contexts – Part II". *To appear, Language and Linguistics Compass*.
18. *To appear*. "Donkey Anaphora: the View from Sign Language (ASL and LSF)". Accepted for publication with minor revisions in *Linguistics and Philosophy*.
19. *To appear*. "Temporal and Modal Anaphora in Sign Language (ASL)". Accepted for publication with minor revisions in *Natural Language and Linguistic Theory*.

Chapters in collections / proceedings

20. 2007. "Transparency: An Incremental Theory of Presupposition Projection". In U. Sauerland and P. Stateva (eds), *Presuppositions and Implicatures in Compositional Semantics*, Palgrave Macmillan, Basingstoke, UK.
21. 2009. "Presupposition Projection: The New Debate". *Proceedings of SALT 18*, CLC Publications, Ithaca NY.
22. 2010. "Donkey Anaphora in Sign Language I: E-Type vs. Dynamic Accounts". In *Logic, Language and Meaning: 17th Amsterdam Colloquium*, Amsterdam, The Netherlands, December 16-18, 2009, Revised Selected Papers, Springer (edited by Maria Aloni, Harald Bastiaanse, Tikitou de Jager, and Katrin Schulz)
23. 2010. "Donkey Anaphora in Sign Language II: The Presuppositions of Pronouns". In *Proceedings of the NELS 2009, Special Session on Pronouns*.
24. 2010. "Supplements Within a Unidimensional Semantics I: Scope". In *Logic, Language and Meaning: 17th Amsterdam Colloquium*, Amsterdam, The Netherlands, December 16-18, 2009, Revised Selected Papers, Springer (edited by Maria Aloni, Harald Bastiaanse, Tikitou de Jager, and Katrin Schulz)
25. 2010. "Supplements Within a Unidimensional Semantics II: Epistemic Status and Projection". *Proceedings of NELS (2009)*, GLSA.
26. *To appear*. "Indexicality and De Se Reports". In the *Handbook of Semantics* edited by von Stechow, Ralf, Maienborn and Portner, Mouton de Gruyter.
27. *To appear*. "Semantics". In the *Linguistics Encyclopedia*, ed. K. Malmkjaer, Routledge.
28. "Indexicals". Accepted for publication in the *Handbook of Formal Philosophy*, edited by Sven Ove Hansson and Vincent F. Hendricks, Springer.
29. "Quantifiers and Variables: Insights from Sign Language (ASL and LSF)". Accepted for publication in Partee, B.H., Glanzberg, M., & Skilters, J. (eds), *Formal Semantics and Pragmatics: Discourse, Context, and Models*. The Baltic International Yearbook of Cognition, Logic and Communication, Vol. 6, 2011.

Ms. Julia Adler

1. 2007. *The Possessive Dative in German*. Unpublished MA Thesis. The Hebrew University of Jerusalem.
2. 2011. *Dative Alternations in German: The argument realization options of transfer verbs*. PhD Dissertation. The Hebrew University of Jerusalem.

Dr. Olga Kagan

Journals

1. 2010. "Genitive Objects, Existence and Individuation". *Russian Linguistics* 34: 17-39.
2. 2011. "On Speaker Identifiability". *Journal of Slavic Linguistics* 19:47-84.
3. 2011. "The Scale Hypothesis and the Prefixes *pere-* and *nedo-*". *Scando-Slavica*. 57:160–176.
4. *Forthcoming*. With Ilona Spector. "Choosing Among Alternatives: Semantic and Pragmatic Contribution of the Hebrew Indefinite Determiner *Eyze*". *Journal of Linguistics*.

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5. 2006. "Specificity as Speaker Identifiability". In B. Gyuris et al., eds., *Proceedings of the Ninth Symposium on Logic and Language*. Budapest, Hungary. pp. 82-89.
6. 2007. "Property-Denoting NPs and Non-Canonical Genitive Case". In Tova Friedman and Masayuki Gibson, eds., *Proceedings of Semantics and Linguistic Theory 17 (SALT 17)*. CLC Publications, Cornell University, Ithaca: NY. pp. 148-165.
7. 2007. "On the Semantics of Verbs of Motion in Russian". In *Proceedings of Israel Association for Theoretical Linguistics* 23 (IATL 23). 15 pages.
8. 2007. "A Modal Analysis of Genitive Case in Russian". In Peter Kosta and Lilia Schurcks, eds., *Linguistic Investigations into Formal Description of Slavic Languages*. Frankfurt am Main: Peter Lang. pp. 217-226.
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10. 2008. "On the Semantics of Aspect and Number". In Andrei Antonenko et al., eds., *Annual Workshop on Formal Approaches to Slavic Linguistics: The Stony Brook Meeting*. Ann Arbor: Michigan Slavic Publications. pp. 185-198
11. 2009. "The Actual World is Abnormal: On the Semantics of the *Bylo* Construction in Russian". In *Proceedings of the Tenth Symposium on Logic and Language*. Budapest, Hungary. pp. 15-24.
12. 2009. "Intensional Genitive Case and Existential Commitment". In *Annual Workshop on Formal Approaches to Slavic Linguistics: The Yale Meeting*. Ann Arbor: Michigan Slavic Publications. pp. 81-96.

13. 2010. "Russian Aspect as Number in the Verbal Domain". In Brenda Laca and Patricia Hofherr, eds., *Layers of Aspect*. Stanford: CSLI Publications. pp. 91-112.
14. 2010. "Aspects of Motion: On the Semantics and Pragmatics of Indeterminate Aspect". In Renee Perlmutter and Viktoria Driagina, eds., *New Approaches to Slavic Verbs of Motion*. Amsterdam: John Benjamins. pp. 141-162.
15. 2011. "A Scalar Approach to Slavic Verbal Prefixes". In *Proceedings of IATL 26*.
16. 2011. with Sascha Alexejenko. "Degree Modification in Russian Morphology: The Case of the Suffix *-ovat*". In *Proceedings of IATL 26*.
17. 2011. with Asya Pereltsvaig. "Bare NPs and Semantic Incorporation: Objects of Intensive Reflexives at the Syntax-Semantics Interface". In: Browne, Wayles; Adam Cooper; Alison Fisher; Esra Kesici; Nikola Predolac and Draga Zec (eds.) *Formal Approaches to Slavic Linguistics 18: The Cornell Meeting*. Ann Arbor, MI: Michigan Slavic Publications, pp. 226-240.
18. 2011. with Asya Pereltsvaig. "Syntax and Semantics of Bare NPs: Objects of Intensive Reflexive Verbs in Russian". In: Bonami, Olivier & Patricia Cabredo Hofherr (eds.) *Empirical Issues in Syntax and Semantics 8*, pp. 221-238.

<http://www.cssp.cnrs.fr/eiss8/kagan-pereltsvaig-eiss8.pdf>
19. In press. "On the Aspectual Properties of Verbs of Motion in Russian". In *Proceedings of Slavic Linguistic Society 2 (SLS 2)*. The Berlin Meeting. 12 pages.
20. *To appear*. "Degree Semantics for Russian Verbal Prefixes: The Case of *pod-* and *do-*". *Oslo Studies in Language 3 (OSLa)*.
21. *To appear*. with Sascha Alexejenko. "The Adjectival Suffix *-ovat* as a Degree Modifier in Russian". In *Proceedings of Sinn und Bedeutung 15*. pp. 321-335.

Dr. Tali Rubowitz-Mann

1. 2001. *Extraction from Relative Clauses – an Information Structure Account*. PhD Dissertation, The Hebrew University of Jerusalem.
2. 2010. "Is linguistics just for linguists". Appeared in *Conference Selections: Linking through Language – 6th International Conference. ETAI Forum*.

Ms. Pnina Moldovano

Chapter in collections

1. 2009. "Virtually a Femme Fatale: The Case of *Buffy's* Faith". *Sexual Rhetoric in the Works of Joss Whedon: New Essays*, Ed. Waggoner E. B., Macfarland, pp. 194-215.

Ms. Ilona Spector

Journals

1. *Forthcoming*. With Olga Kagan. "Choosing Among Alternatives: Semantic and Pragmatic Contribution of the Hebrew Indefinite Determiner *Eyze*". *Journal of Linguistics*.

Chapters in collections / proceedings

2. 2008. With Olga Kagan. "Alternative Semantics for the Hebrew Determiner *Eyze*". In *Proceedings of 27th West Coast Conference on Formal Linguistics (WCCFL 27)*. Cascadia Press. pp. 247-255.
3. 2009. "Hebrew Floating Quantifiers". In Miriam Butt and Tracy Holloway King, eds., *Proceedings of the LFG 09 Conference*, Trinity College, Cambridge, England. On-line CSLI Publications, pp. 520-540.
4. *In press*. "It's Hebrew Clefts That This Paper Is About". In *Proceedings of ConSOLE XIX*, Groningen, Holland, 2011.

Other

5. 2008. "Hebrew Floating Quantifiers: A Non-Derivational Approach". MA Thesis. The Hebrew University of Jerusalem. <http://huji.academia.edu/IlonaSpector/Papers>

Ms. Avigail Tsirking-Sadan

1. *To appear*. with Lubling, Michael. "Reference to Kinds in Modern Hebrew." *Encyclopedia of Hebrew Language and Linguistics*. Brill USA Inc.

Mr. Micha Breakstone

Chapters in collections / proceedings

1. *To appear*. "Inherent Evaluativity." *Proceedings of Sinn und Bedeutung* 2011.
2. *To appear*. with Alexandre Cremers, Danny Fox and Martin Hackl. "Processing Degree Operator Movement." *Proceedings of SALT* 2011.

3. *To appear.* with Hadas Kotek, Yasutada Sudo, and Martin Hackl. “Two Kinds of Priming Effects with Complex Determiners.” *Proceedings of CUNY 2011*.
4. *To appear.* with Hadas Kotek, Yasutada Sudo, Edwin Howard, and Martin Hackl. “Effects of Domain Complexity on Verification Procedures for Most and More Than Half.” *Proceedings of CUNY 2011*.

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

NA

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

The kind of research conducted in the unit does not require a special infrastructure, beyond the one described in section 3.6

4.10 Please list grants, honors, fellowships/scholarships, etc., received by faculty (senior and junior).

Structural track

Grants and Awards – Senior Staff

Prof. Ariel Shisha-Halevy

2006-2011, Israel Science Foundation (ISF), “Shenoute’s Rhetorical Syntax”, – 90,000 NIS yearly, for four years.

Prof. Moshe Taube

2009 – 2012, Israel Science Foundation (ISF) grant no. -24/9, “The evolution of spoken Yiddish as reflected in the language of court testimonies” - ca. 30,000\$ per year for 3 years.

2009 (spring semester), Mihaychuk Research Fellowship, Harvard Ukrainian Research Institute. Topic: "Jewish-Christian cultural contacts in 15th century Kiev". 30,000\$.

Dr. Eran Cohen

2005–2009, Israel Science Foundation (ISF), “Syntax of the Jewish Neo-Aramaic Dialect of Zakho”, \$97000/97000

2010–2012, Swedish Research Council, “Circumstantial Clause Combining in Semitic”, joint venture with a Swedish team headed by Prof. Bo Isaksson (University of Uppsala) \$75000/250000.

Dr. Larissa Naiditch

2010 - 2011, The program GLITEMA (German Literature in European Middle Ages). The University of Porto, The University of Bremen. Participation in the intensive program: Teaching - Seminar “Introduction into the Gothic Language”. Guest Lecture: “Zum Ursprung der deutschen Lexik”. Scientific research: “Daniel Ecklin. Reiß zum heiligen Grab (1575). Eine textlinguistische Analyse”. \$11000

Scholarships and Awards – Junior Staff

Dr. Eitan Grossman

2010-present, Martin Buber Society of Fellows Postdoctoral Fellowship, ca. 150,000 NIS per annum.

October 2011, TOPOI Excellence Cluster (Humboldt University), ‘Linguists' categories and speakers' knowledge of linguistic categories’ (€2300).

2009-2010 , Kreitman Postdoctoral Fellowship, Ben Gurion University of the Negev, ‘The sociolinguistic situation of Coptic in Early Islamic Egypt.’ (ca. 100,000 NIS).

2009-2010, Postdoctoral fellowship, Ramses Project, Université de Liège, ca. €24,000.

2008, ‘Sociolinguistic aspects of language destandardization,’ funded by the Simon Dubnow Institute for Jewish History (€1600).

2007, ‘The language of Coptic legal documents in early Islamic Egypt,’ funded by the Minerva Stiftung (€1250) for research cooperation with Tonio Sebastian Richter (Leipzig University).

Generative track

Dr. Nora Boneh

2008, Golda Meir Award

2010-2013, PI, 3-year research grant from the Israel Science Foundation, NIS 129,000/258,000 with Prof. Edit Doron, *Modal and Temporal Aspects of Habituality*

2011-2013, PI, 2-year HUJI-FAPESP Scientific Cooperation Grant, USD 50,000, with Edit Doron

Prof. Edit Doron

2006-2009 , PI, 3-year research grant from the Israel Science Foundation, NIS 282,960, *The Syntax of Participial Modifiers*

2010-2013, PI, 3-year research grant from the Israel Science Foundation, NIS 129,000/258,000 with Nora Boneh, *Modal and Temporal Aspects of Habituality*

2010-2013, PI, 3-year Humanities Fund Grant, Yad Hanadiv and the Planning and Budgeting Committee of the Council for Higher Education, NIS 1,039,000 (with C. Posy, M. Rappaport Hovav and O. Shagrir), *Language, Logic and Cognition Center*

2011-2013, PI, 2-year HUJI-FAPESP Scientific Cooperation Grant, USD 50,000 with Nora Boneh

Prof. Yehuda N. Falk

2007-2011, PI, 4-year research grant from the Israel Science Foundation, NIS 318,060, *Long-distance dependency constructions in a nontransformational constraint-based theoretical framework*

Prof. Danny Fox

2007, PI, MIT-France Grant, 10,000 \$ (US), with Paul Egré (CNRS), *Presupposition and Implicatures*

2008-2009, Hebrew University, Distinguished Visiting Professor

2008-2009, PI, MIT Research Support Committee, Provost Office, 50,000\$ (US), with Josh Tenenbaum (MIT, BCS), *Modularity, Inference, and Learning*

2009, Central New-York Humanities Corridor Distinguished Visitor in Linguistics, for Spring 2009

2010 , Establishment of the Center for Language Logic and Cognition at the Hebrew University (with Edit Doron, Malka Rappaport Hovav, Carl Posy and Oron Shagrir)

2011-2014, Michael Bruno Memorial Award, Yad Hanadiv, Israel

Consultations

2008-2009, Consultant on a grant awarded to Pauline Jacobson, Brown University, *Direct Compositionality*

2009-2010, Consultant on a grant awarded to Glyne Piggott, Lisa Travis, Junko Shimoyama and Bernhard Schwarz, McGill University, *Research Group on Syntactic Interfaces*

Prof. Malka Rappaport Hovav

2006, Rector's list for excellence in teaching

2009, The Michael Milken Prize for Years of Excellence in Teaching

2006, PI, research grant from the Israel Science Foundation, NIS 67,500, *Syntax, Lexicon and Event Structure*

2007-2010, PI, 3-year research grant from the Israel Science Foundation, NIS 353,000, *Verbs classes, Argument Alternations and Morphology*

2010-2013, PI, 3-year Humanities Fund Grant, Yad Hanadiv and the Planning and Budgeting Committee of the Council for Higher Education, NIS 1,039,000 (with C. Posy, E. Doron and O. Shagrir), *Language, Logic and Cognition Center*

Dr. Ivy Sichel

2004-2007, PI, 3-year research grant from the Israel Science Foundation, NIS 276,000, *Raising in English and Hebrew DP*

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

Structural Track

Ariel Shisha-Halevy

Cooperation with E. Poppe (Philipps Universitaet, Marburg, Germany); A. Boud'hors (Collège de France, Paris); W.-P. Funk (Laval, Québec); B. Layton (Yale, New Haven).

Moshe Taube

Long and close collaboration in the past with the late Horace G. Lunt (1918-2010) of Harvard, resulting in two papers (1988, 1994) and a book (1998) co-written. On-going collaboration with William F. Ryan (Warburg Institute, London, and member of the British Academy) on an edition of the Slavic version, translated from Hebrew, of the pseudo-Aristotelian *Sirr al-asrār* (*Secret of Secrets*) with its Maimonidean interpolations. The edition will be published by the Warburg Institute.

Eran Cohen

2010–2012 Circumstantial Clause Combining in Semitic, joint venture with a Swedish team headed by Prof. Bo Isaksson (University of Uppsala) 2010–2012

Larissa Naiditch

Cooperation with the Institute of Linguistic Studies of the Russian Science Academy: Prof. Kazansky (Institute Director), Dr. Nicolai Bondarko, Dr. Marina Domosileckaja.

Prof. Dr. Peter Wiesinger, University of Vienna.

University of Sevilla, Forschungsgruppe *Deutsche Philologie*.

Academy of Sciences of Russia. Institute of Linguistic Studies, St. Petersburg.

The program GLITEMA (German Literature in European Middle Ages). The University of Porto, The University of Bremen

University of Vienna, Dept. of Germanistics, Prof. Peter Wiesinger (today Prof. Emeritus)

Lea Sawicki

Prof. Jadwiga Linde-Usiekniewicz (general and Polish syntax),

Prof. Axel Holvoet (Lithuanian),

The Department of General Linguistics and Baltistics. Warsaw University. Poland.

Eitan Grossman

TOPOI Excellence Cluster (Senior Research Fellow), 2011

Prof. T.S. Richter, Leipzig University

Dr. Stéphane Polis, University of Liège

Orit Eshel

Is collaborating with Prof. M. McKenna, Dublin Institute for Advanced Studies, in a study on the Nominal Sentence in Modern Irish.

Mieke Daniels-Waterman

2010-2011-2012:

co-editors - Handelingen van de Tiende Bijeenkomst docenten Neerlandistiek (Proceedings of Tenth International Colloquium) : *Nederlandse Taal-, Vertaal en Letterkunde 10*

Prof J. Koch, Università di Napoli "L'Orientale"

Prof. D. Ross, Università degli Studi di Trieste

Dr. M. Mertens, Università degli Studi di Padova

Project Multatuli 2011

Prof. J. Grave, Freie Universität Berlin

Prof. G. Leerdam, Vrije Universiteit Amsterdam

West (Netherlandic) Jiddisch, 2008 ...

Prof. H. den Besten, Universiteit van Amsterdam (deceased 2010 ...)

2007

Prof. Theo Janssen - Vrije Universiteit Amsterdam

Project Bronpreposities

Generative track

Nora Boneh has an on-going project of cooperation with Léa Nash of the University of Paris VIII on the topic of dative arguments and adjuncts.

Edit Doron has an on-going project of cooperation with Chris Reintges of the University of Paris VII on the topic of participles, one with Artemis Alexiadou of the University of Stuttgart on the topic of voice (diathesis), and one with Caroline Heycock of the University of Edinburgh on the topic of predicate nominals.

Danny Fox has an on-going project of cooperation with Martin Hackl of MIT on the topic of logical form.

Malka Rappaport Hovav has an on-going project of cooperation with Beth Levin of Stanford University on issues of lexical semantics, and with Robert Van Valin of Heinrich Heine University in Dusseldorf.

Ivy Sichel has an on-going project of cooperation with Sabine Iatridou of MIT on the topic of modal auxiliaries.

4.12 Please list the major consulting activities done by faculty.

N/A

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

In the department, there is a strikingly high – and more importantly, bidirectional – level of synergy between research strengths and teaching needs at the various degree levels. On the one hand, the fields of expertise of our researchers are varied enough for them to teach courses in domains in which they actively conduct research. In practice, this means that students benefit from teachers who are involved in the cutting-edge of a wide range of topics. On the other hand, teaching often ‘feeds’ research, since teachers often give courses that deal with specific topics that they are working on, and the questions and discussions of our excellent students frequently prove useful for our research.

Furthermore, we try to be attentive to the students’ interests, and often give courses that students have requested, even if they are not a regular part of the program of studies. These courses have a way of becoming a regular or semi-regular part of the curriculum.

Unfortunately, the department as a whole does not have a resident expert for many domains of linguistic research. For example, while a number of teachers are interested in and qualified to teach basic phonetics and phonology, we do not have a full-time phonetician or phonologist. Due to these factors, the synergy between teaching and research is not perfect.

Structural track

In the structural track, students are exposed to the various ‘levels’ of linguistic research (e.g., phonology, morphology, syntax, semantics, etc.) primarily – but not only – through language courses. The languages are those in which teachers conduct active research. Many of these languages are not taught in other departments in the Hebrew University (or elsewhere in Israel, for that matter). These courses are both empirically and theoretically-methodologically oriented. In these courses, students learn to analyze natural languages on the basis of real data, taken from naturally occurring corpora (as opposed to examples constructed by teachers on the basis of intuition or introspection). We place a strong focus on teaching discovery procedures, i.e., the methods of analyzing and describing the facts of any language. This focus has proven itself time and again, as many of our graduates have gone on to become specialists in languages learned outside the framework of our department.

We teach students about Polish syntax or Neo-Aramaic morphology, for example, not in order to provide them with competence in speaking or reading, but rather to teach them the principles and methods of syntax and morphology, always taking care to relate the language-specific materials to the general theoretical problems that concern linguists. As an aside, all of our teachers have a first-hand knowledge of quite a few languages, often from different language families, which gives them a broader base upon which to treat general problems of linguistic analysis. Furthermore, our teachers situate their descriptive research in the general framework of linguistic typology, which is expressed in both teaching and research.

While most of us would reject professional labels like ‘syntactician’ or ‘semanticist’ to describe themselves, we naturally have areas of linguistic research on which we focus. It is in these areas that we give general linguistic classes, e.g., syntax, valency theory, language contact, historical and comparative linguistics, text-linguistics, grammaticalization, and more. These courses are usually taken by advanced students who have already acquired some knowledge of a few languages, and who can evaluate the theoretical discussion on an informed basis.

Generative track

Both introductory and advanced courses are taught in the generative program in some of the major subfields of linguistics: syntax, semantics, pragmatics. Yet there are no experts in other fields, such as phonetics, phonology, morphology, sociolinguistics, historical linguistics and others. Unfortunately, only introductory courses can be offered in these latter fields.

The program of studies is highly structured. An introductory course in linguistics (the only course which is common to both tracks) is taught in the first year, together with introductory courses in syntax, morphology, phonology, and semantics. The courses of the second year are advanced courses which are built on the first year introductory courses: advanced syntax, advanced semantics, pragmatics, lexical semantics. Advanced seminars and graduate seminars are given in the fields of

expertise of the different teachers. We try to supplement our program with courses given by adjunct teachers and guest teachers, who offer seminars on topics such as psycholinguistics and computational linguistics. Students are also encouraged to take elective courses related to language outside the department.

We encourage students writing theses with us to select co-advisors from other departments when this is relevant. Conversely, we sometimes act as co-advisors to students writing theses in other departments, such as psychology or computer science, where the topic of their research requires some expertise in linguistics.

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

Structural track

The main point of strength is methodological, with considerable theoretical implications: the rigorous empiricism and microscopy applied in the structural analysis of language; the macrosyntactic perspective (not “sentential”, but textual scope); data are objective and based on authentic textual sources (corpus), not intuition or introspection, with the ensuing enhancement of validity: this produces powerful and precise final statements.

Another strength is the cross-linguistic and typological validity and/or applicability of many final-product statements and gained insights.

We compose sophisticated and nuanced descriptions of grammar, especially syntax and text grammar, and bridge the rift between grammatical description and narratological and communication studies.

A point that may be taken as weakness is one of “propaganda” and diffusion policy, namely, targeting, addressing and publication of studies in special-language fora, rather than general-linguistic ones.

Our descriptions often fail to sketch the general implications, for instance, by way of linguistic typology, in such a way so as to raise important, generally valid conclusions. Another weakness or deficiency is the failure to broaden the scope of research to include the special features of spoken language. However, in recent years we have begun to address this concern by publishing in more typologically-oriented fora (Moshe Taube in forthcoming publications on Yiddish, Eitan Grossman in forthcoming papers on Coptic-Egyptian, G. Goldenberg in his new book on Semitic) and by making language data more accessible to non-specialists (glossing etc). Furthermore, a junior staff member, Eitan Grossman, has recently been appointed co-editor of a multivolume series, *Handbooks of Ancient Egyptian*, whose sole purpose is to present the Ancient Egyptian language to a general linguistic audience.

Generative track

In summary, we feel we have a lot to be proud of. We have a very dynamic and vibrant group. We have hosted many international conferences and workshops, and we get invited to many others, nationally and internationally. Our work is recognized and often cited. We have earned competitive research grants, which enable us to support our graduate students. Several of our students have gone to summer schools in linguistics in Europe over the last years, and have reported that courses in our department compete favourably with the courses they were taught there. Several of our past students have been appointed to positions at other universities. In addition to our personal projects, we have cooperative projects. We have recently founded a new research center, the Language, Logic and Cognition Center (LLCC), which will allow us to interact with researchers from other fields (philosophy, psychology, computer science) on the study of questions regarding the human capacity for language. Within the LLCC, we are in the process of actually constructing a new research laboratory for the purpose of running controlled experiments on reading and language processing which will shed light on complex aspects of the language capacity.

The weakness of the department is in not being able to cover all major subfields in linguistics (see 4.13). Major departments elsewhere in the world rightly insist on covering all main subfields.

Research areas

Senior faculty

Prof. Moshe Taube (joint appointment in Linguistics and Slavic Studies)

Breakdown of research areas:

- Medieval East Slavic languages and literatures: Old Russian, Ruthenian (predecessor of modern Ukrainian and Belarusian), in particular the medieval translations from Hebrew into these languages. Slavonic Bible translations. Slavonic extra-canonical literature. The Old Russian Chronographs (universal historical compilations).
- Yiddish language and literature, in particular the syntax, semantics, pragmatics and phraseology of the written language of the 19th-20th centuries, but also earlier stages. The historical development of the language, its dialects, and its recent impoverishment in the mouths of the ultra-orthodox speakers in Israel and the US. The impact of the co-territorial languages (Polish, Ukrainian and Belarusian) on the grammar and lexicon of Yiddish, and nowadays the impact of Modern Hebrew and English on the new spoken and written varieties of Yiddish.

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Research projects:

- The evolution of spoken Yiddish as reflected in the language of court testimonies. Research funded by the Israel Science Foundation. The project, begun in 2009, aims at assembling and analysing the full

range of testimonies in Yiddish recorded in rabbinic court protocols, both in communal records and in printed *responsa*, and to analyze their language in terms of historical development and dialectal diversity, tracing modifications in grammar undergone as the result of contact with co-territorial languages other than German (mainly Slavic), and paying special attention to the evolution of grammatical features in the domains of morphology, sentence structure and macrosyntax.

- An edition of the Slavic version of the medieval pseudo-Aristotelian *Secret of Secrets*, including the three interpolated Maimonidean works, *On Sexual intercourse*, *On Poisons and their Antidotes* and *On Asthma* (chpt. 13), as well as Rhazes' chapter on physiognomy from his *Almansuri*, along with their Hebrew sources, an English translation, a commentary and a glossary, to be published by the Warburg Institute, London (in collaboration with W.F. Ryan).

Prof. Ariel Shisha-Halevy

Breakdown of research areas:

1. Theory of Language
2. Coptic Grammar and Lexicon
3. Egyptian-Coptic Grammar
4. Celtic Grammar; Welsh-Irish Grammar
5. Greek Lexicon

Research projects and work "in preparation"

1. "Shenoute's Rhetorical Syntax" (Coptic/Egyptian)
2. "Modern Welsh Narrative Syntax"
3. "Juncture Grammar"
4. "Structural Linguistic Analysis – Procedures and Problematik"

Dr. Eran Cohen

Breakdown of research areas:

The linguistic systems of several language groups:

1. Old Babylonian Akkadian (first half of the second millenium BC), including its various areal varieties and genres.
2. North Eastern Neo-Aramaic, and specifically Early Neo Aramaic, the Jewish Dialect of Zakho and the literary dialect of Urmi.

As well as a comparative view of Semitic syntax.

Research projects and work “in preparation”

Two research projects are almost complete:

1. Conditional Structures in Mesopotamian Old Babylonian
2. The Syntax of Neo-Aramaic: The Jewish Dialect of Zakho

Of these, the text corpus of the second project is planned to be published soon.

Another, joint project, is Circumstantial Clause Combining in Semitic. This project is extremely important in dealing with a principal issue in Semitic syntax in a way that has never been done before: up to this point the discussion was conducted in (some of) the individual grammars, often paying attention to morpho-syntax only, namely, relatively small, local structures. The present project, on the other hand, addresses several branches of Semitic: Canaanite, Arabic (both modern dialects and classical), South Arabian, Ethiopic (modern and ancient), Akkadian and Neo-Aramaic. Moreover, the perspective of this inquiry is that of text linguistics, that is, the framework allows studying large circumstantial units as well (for instance, the descriptive blocks inside the narrative). The project is expected to yield a book describing these subsystems in several Semitic languages. E. Cohen's contribution (covering Akkadian and Neo Aramaic) is expected to be all-new, as very little has ever been written in a focussed manner on this issue regarding either language. The important discoveries are found above sentence-level, in various combination strategies. An interesting result of this intermediary stage is that the phenomenon is related only semantically across the various Semitic languages, and not, as might have been expected, by actual form. Namely, the famous Arabic circumstantial clause (*jumla ḥāliyya*) is not found elsewhere—and most other Semitic languages exhibit discrete strategies.

Dr. Lea Sawicki

Breakdown of research areas:

Polish: contemporary literary and spoken narrative and dialog

Lithuanian: narrative and dialog

Research projects:

- Structure of dialog: responses to utterances, answers to nexus questions, strategies of avoiding answering a question, strategies of changing the subject of conversation.
- Narrative tools in a mixed genre (columnist's texts): narrative as background for statements, non-specific agentivity, generic narrative.

- Restrictiveness and focus

Dr. Larissa Naiditch

Breakdown of research areas:

- Germanic Languages (Phonology, Grammar, Dialectology)
- Diachronic Linguistics, history of German
- Languages in Contact
- Poetics, Stylistics, Translation Theory
- Phonology
- Folklore

More detailed description of research topics

1. German Dialectology. *Inseldialektologie*, typology of dialects, phonology, lexicon.
2. History of German, esp. in connection with dialectology.
3. Contact Linguistics: Russian abroad; German “insular” dialects in Russia.
4. Linguistic means of poetics and stylistics, esp. the work of Paul Celan.
5. Poetics of Folklore, esp. of German charms.
6. Translation theory.

Research projects:

- Text Linguistic Analysis of the Book: Daniel Ecklin. “Reiß zum heiligen Grab”.
- “*Und Faustens Silhouette in der Ferne*. Beiträge zu Poetik und Linguistik – Deutsch-Russisch”. Will be edited by Peter Lang.
- Narrative structure of German charms.

Adjunct faculty

Dr. Eitan Grossman

Breakdown of research areas:

Language change

Linguistic typology

Egyptian-Coptic descriptive linguistics

Coptic philology and papyrology

Research projects and work “in preparation”

Eitan Grossman’s research focus at the moment is the pragmatic basis of semantic change in grammaticalization, and the relationships between formal and functional change in grammaticalization. A large-scale project, conducted by Stéphane Polis (Liège) and Eitan Grossman, deals with the cyclical grammaticalization of future tenses in Ancient Egyptian, over the course of 4000 years. The following articles, which deal with various language-specific and cross-linguistic aspect of this topic, are in advanced stages of preparation:

Grossman, E. & Polis, St. ‘Navigating polyfunctionality in the lexicon: typological and language-specific aspects of the semantic map of allativity,’ to be published in *Lexical Semantics in Ancient Egyptian* (see above).

Grossman, E. & Polis, St. On the pragmatics of subjectification: the emergence and modalization of an Allative Future in Ancient Egyptian,’ to be published in a thematic, cross-linguistically oriented volume entitled *Grammaticalization and (Inter)subjectification*.

Grossman, E. & Polis, St. ‘The emergence and grammaticalization of an Allative Future in Early Ancient Egyptian,’ to be submitted to *Lingua Aegyptia*.

Grossman, E. & Polis, St. ‘How to get to the future with and without verbs: the typology of Allative Futures.’

Grossman, E. & Polis, St. ‘Cycling to the future: another Allative Future in Later Egyptian and Coptic.’

Mieke (Mirjam) Daniëls-Waterman

Research areas:

- Syntax of contemporary standard Dutch
- Typology of the West Germanic Languages: Dutch-West Frisian-Afrikaans
- Middle Welsh syntax
- Text Linguistics
- Narrative grammar

Research projects

- Narrative tenses in Pedair Keinc Y Mabinogi (Middle Welsh) – (Prof. Ariel Shisha-Halevy, Hebrew University, Jerusalem)

- Project Uitleenwoorden- Nederlandse Taalunie, Nederlandse woorden wereldwijd, Nicoline van der Sijs, Den Haag: Sdu Uitgevers, 2010
- The Yiddish publications of Multatuli (Edouard Douwes Dekker). OM – Over Multatuli, 2011, Prof. Jaap Grave -Free University Berlin, Koninklijke Nederlandse Akademie voor Wetenschappen (KNAW), Prof. Guido Leerdam -Vrije Universiteit Amsterdam.

Current research

- The Gwneuthur Periphrasis in Middle Welsh texts
- Demonstratives and the phenomenon 'er' in contemporary standard Dutch, Nederlandse Taalunie, The Netherlands
- Tiidwurden in it Frysk- the verbal system in West Frisian
- Presentatives in contemporary standard Dutch, West Frisian and Afrikaans, The Department of Linguistics, structuralist stream, The Hebrew University of Jerusalem.

Michal Marmorstein

Research projects

- Co-writer of a Handbook of Egyptian Arabic with Prof. Gabriel Rosenbaum (Director of the Israeli Academic Center in Cairo, Dept. of Arabic Language and Literature, Hebrew University)
- Research member in the Swedish Academy funded research project: Circumstantial Clause Combining in Semitic
- PhD candidate, Hebrew University of Jerusalem, Linguistics

Dissertation title: Studies in Classical Arabic Verbal Syntax: The Functions of the Form yaf' alu in Classical Arabic Prose

Dissertation supervisors: Prof. Gideon Goldenberg and Dr. Eran Cohen

- Research assistant to Dr. Eran Cohen on ISF-funded research project: The Syntax of Neo-Aramaic (Zakho dialect). Linguistic analysis and translation of Neo-Aramaic texts
- M.A., Hebrew University of Jerusalem, Linguistics

Thesis title: Inna Sentences in Classical Arabic

Thesis supervisors: Prof. Gideon Goldenberg and Dr. Eran Cohen

Ya'ar Hever

Research areas:

- Languages: Semitic, mostly Ethiopian Semitic (Gə'əz, Amharic, Chaha, Tigrinya, Tigre, Harari), Ethiopian Cushitic languages (Oromo, Sidaama)
- Syntax:
 - clause types, integration of clauses in their micro- and macrosyntactic context
 - types of predication: verbal, copular, existential
 - syntactical 'translation'
 - attribution
 - the converb, circumstantial clauses, sequential clauses
 - text-linguistics and the grammar of the narrative
- Morphophonology: the root in Chaha
- Dialectology of Gurage

Research projects:

Is working on his dissertation, titled "Studies in the Syntax of the Clause in Chaha (Gurage)", under the supervision of Prof. Gideon Goldenberg. In this work, different types of clauses in Chaha (an Ethiopian Semitic language) are studied according to the conjugated form that functions as their nucleus. The study is based on a corpus of literary texts. The topics that are treated in this research project are:

- the basic verb forms, the copula and the verb of existence
- 'Sentence Converters'
- the converbs and the category 'converb' in general
- the internal structure of the tense system, periphrastic tenses
- the functions of the above mentioned clause types in complex sentences and in the perspective of text-linguistics
- Cleft Sentences
- substantive and adjective clauses
- complement clauses

- adverbial and sequential clauses

In the context of the project “Circumstantial Clause Combining in Semitic” (elaborated below, §4), study of the functions and the structure of converbal and circumstantial clauses in Gə'əz and in Chaha. This study is both synchronic (for the two languages involved) and comparative.

Work “in preparation”:

- the syntax of presentatives in Chaha, and in comparison to other Ethiopian languages
- comparative syntax of the Ethiopian Semitic languages
- a dictionary of Chaha according to the material collected for the dissertation
- the morphophonology of the verb in Chaha
- the syntax of the nominal sentence in Gə'əz
- the syntax of attribution in Oromo

Orit Eshel

Research areas:

- Modern Irish, Modern Dutch, Modern Catalan
- Narrative Grammar, Juncture, Cinematic Grammar, Discourse Particles, Impersonal constructions

Research projects and work “in preparation”

- Preliminary Sketch of the Imperfect form in Literary Modern Irish.
- The Narrative Conditional Sentence in Literary Modern Irish

Efrat Miller

Research areas:

Modern Lithuanian Grammar; Narrative Grammar; Evidentiality.

Research projects and work “in preparation”

Participial Predication in Lithuanian Legends of Origin (Padavimai)

Generative Track

See sections 4.2 and 4.7

A list of seminars, conferences and workshops held by the parent unit within the last five years.

Structural track

- 2011 March - August: International research group at the Institute of Advanced Studies, The Hebrew University of Jerusalem, on Judeo-Slavic Cultural Interaction in the Middle Ages and Early Modern Times. Organizers: Moshe Taube and Alexander Kulik
- 2011 June 13-16: International Conference at the Institute of Advanced Studies, Hebrew U, titled "Cultural archeology of Jews and Slavs". Organizers: Moshe Taube and Alexander Kulik.

Generative Track

- 2006, July 3-4: The Twenty Second Annual Conference of the Israel Association for Theoretical Linguistics, the Hebrew University of Jerusalem.
Organizers: Malka Rappaport Hovav, Edit Doron and Ivy Sichel
- 2006, July 5-6: International workshop *Syntax, Lexical Semantics and Event Structure*, the Hebrew University of Jerusalem. The workshop was sponsored by the Israel Science Foundation, and was held in honor of Professor Emerita Anita Mittwoch of the Hebrew University on her eightieth birthday.
Organizers: Malka Rappaport Hovav, Edit Doron and Ivy Sichel
- 2008, October 12-13: The Twenty Fourth Annual Conference of the Israel Association for Theoretical Linguistics, the Hebrew University of Jerusalem.
Organizer: Edit Doron
- 2008, December 28: International workshop on the Root in Semitic Morphology, the Hebrew University of Jerusalem, honouring Professor Adam Ussishkin of the University of Arizona.
Organizer: Edit Doron
- 2011, June 13-16: International workshop *Approaches to the Lexicon*, at the Institute for Advanced Studies, the Hebrew University of Jerusalem. The workshop was sponsored by the Israel Science Foundation and the Institute for Advanced Studies
Organizer: Edit Doron

A list of research grants and other achievements: grants (competitive and non-competitive) obtained by the staff members who teach in the parent unit under evaluation during the last five years.

see section 4.10

A list of staff members who serve on editorial boards of journals (please specify journals).

Structural track

Prof. Ariel Shisha-Halevy

- *Lingua Aegyptia*

Prof. Moshe Taube

- *Studia Judaeoslavica* series, Brill.

Dr. Eitan Grossman

- Co-editor of a series of handbooks, entitled *Handbooks of Ancient Egyptian* (de Gruyter Mouton), which is projected to encompass some 20 volumes covering various aspects of the Ancient Egyptian language.

Generative track

Doron, Edit

- *Brill's Annual of Afroasiatic Languages and Linguistics* (Co-Editor)
- *Theoretical Linguistics* (Associate Editor)
- *Semantics and Pragmatics* (Member of Editorial Board)
- *Syntax* (Member of Editorial Board)

Fox, Danny

- *Journal of Semantics* (Associate Editor)
- *Linguistic Inquiry* (Advisory Editor)
- *Semantics and Pragmatics* (Member of Editorial Board)
- *Natural Language Semantics* (Member of Editorial Board)
- *Linguistics and Philosophy* (Member of Editorial Board)
- *Snippets* (Member of Editorial Board)

Rappaport Hovav, Malka

- *Journal of Linguistics* (Member of Editorial Board)
- *Linguistics and Philosophy* (Member of Editorial Board)
- *Semantics and Pragmatics* (Member of Editorial Board)

Sichel, Ivy

- *Natural Language and Linguistic Theory* (Member of Editorial Board)

A list of chairs, research institutes, research centres and research facilities established in the last five years, including specialized laboratories.

Generative Track

Newly established Research Center (2010)

The Language, Logic and Cognition Center (LLCC)

The Language, Logic and Cognition Center (LLCC) was founded by members of the Linguistics Department and the Philosophy Department of the Hebrew University. The academic committee of the LLCC presently includes three members of the Linguistics Department, Professors Danny Fox, Edit Doron and Malka Rappaport Hovav, and two members of the Philosophy Department, Professors Carl Posy and Oron Shagrir. Research at the center focuses in particular on the relation between language and other human cognitive systems involved in logical reasoning and their relation to communicative events. The LLCC promotes research integrating analytic tools from theoretical linguistics, philosophical logic, philosophy of language, cognitive science, brain sciences and computer sciences. The basic idea behind the establishment of LLCC is to promote interaction between scholars in these various fields with the aim of educating a generation of students with a firm background in related areas, who will be appropriately trained to engage in groundbreaking interdisciplinary research. The LLCC provides the infrastructure and services necessary for creating an atmosphere which will promote the core areas of research and will encourage interdisciplinary cooperation among members, fellows and students affiliated with the Center. The LLCC encourages:

- personal and joint projects of researchers involving the graduate students;
- working groups consisting of members, fellows, guests and students, that convene regularly in order to develop a defined problem;
- workshops dedicated to the analysis of problems at the forefront of research;
- colloquia for the presentation of research of the members and for introductory courses in various subfields;
- international conferences for the presentation of state of the art research in particular areas of research.

The LLCC will be responsible for a doctoral program for outstanding students. The aim of the program will be to train extremely promising students in the core areas of interest, thus enabling the students to engage in groundbreaking interdisciplinary research. The program of study is to include advanced courses in syntax, semantics and philosophical logic. In addition, advanced courses in philosophy of language, pragmatics, neuro-linguistics, psycholinguistics and a seminar in cognitive

science will be offered regularly. It is envisioned that the courses offered by the LLCC will be open to research students in programs throughout the university. In the academic year 2010-2011, the LLCC offered a number of classes by guest lecturers, Professor Martin Hackl of MIT, Professor Philippe Schlenker of the École Normale Supérieure and NYU, and Dr. Inbal Arnon from the University of Manchester. In addition, a general year-long colloquium entitled "The Poverty of the Stimulus" was directed by Professor Malka Rappaport Hovav. In the academic year 2011-2012, a new topic was selected for the colloquium (the evolution of syntax and recursion), directed by Dr. Ivy Sichel and Professor Danny Fox. Additional guest classes have been planned for 2011-2012, by Dr. Ofra Magidor of the philosophy faculty at the University of Oxford, Professor Gila Sher of the philosophy department at UCSD, and Dr. Emmanuel Chemla of the Laboratoire de Sciences Cognitives et Psycholinguistique at the Ecole Normale Supérieure.

Projected new laboratory at the LLCC

As part of the LLCC, a new specialized laboratory is projected for the experimental study of the human capacities that are likely to be central in an account of language and reasoning. For example, in one type of experiments, subjects will be reading sentences containing indicators that various computations are required (*triggers* for the computations). Possible delays will be measured in reading time associated with these triggers. This type of research allows for new types of interaction between theoretical work in syntax and semantics, and experimental work in psycho-linguistics. In particular, it will allow the tackling of questions about the neurological underpinnings of the relevant computations, work that has already been started at the LLCC in collaboration with Yosef Grodzinsky of McGill University, a likely new hire at the Hebrew University.

The lab is already under construction at the Mt. Scopus campus, and will consist of

- two sound proof rooms designed for experiments in language processing
- 14 workstations that will allow the examination of 14 subjects simultaneously, separated by barriers, each equipped with state of the art computers and relevant software
- an eye tracker designed to look at relevant eye movement

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

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

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

The input of University to the current process consisted in supplying information in the form of tables about numbers of students, numbers of graduates, average grades of the graduates and average evaluation grades of the teachers. The University also supplied us with a ready version of Chapter 1.

The Faculty of Humanities supplied additional information upon request, such as details about prizes and scholarships won by our students. The Faculty also supplied us with an updated version of Chapter 2.

It would have been easier if we had received some information (for instance, student numbers) in the form of a concentrated table, rather than in raw form of name lists which had to be put into a table.

The purpose of the report (see above, first paragraph in this section) may be justified, promoting *inter alia* the "adequate use of resources". However, the structure of the report is too complex and cumbersome, and the time it consumes could no doubt be used in a more efficient manner. A shorter, more focused report, which would still bring up the needed information, might be more to the point.

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).

The process of evaluation undertaken by the Department of Linguistics required the involvement of all the teachers and of the secretary. The chair of the department has been put in charge of this process. He presented the task to the faculty members of the department and explained the components of the report. Since the department consists of two tracks, and assuming that the input may be different in large parts, each track wrote its own report, except for the sections consisting mainly of data which were collected jointly and §3.6, which describes the same infrastructure. The chair of the department

(until October 2011 Eran Cohen, since then Moshe Taube) coordinated this effort. The task was further divided, within each track, among faculty members. Some work was performed by specialists, for instance some of the histograms, and the section about the history of the department was supplied by the elders of the tribe, in this case by Prof. (emeritus) Gideon Goldenberg.

In both tracks, the structuralist (ST) and the generative (GT), the various sections were assigned to staff members (except section 3.6 on infrastructure, which was drafted by a member of one track) who drafted first versions of the report. These were then reviewed by colleagues from the track, and subsequently by members of the other track. The versions of the two tracks were combined and then reviewed again by staff members from both tracks. The head of the Department then sent the final draft versions to all the Department members participating in the composition of the report for their comments.

The division of work was as follows:

Chapter 1 – by the Institution, the Hebrew University.

Chapter 2 – by the parent unit, the Faculty of Humanities, updated by the Dean, Prof. Reuven Amitai

Chapters 3-6 – by the evaluated unit, the Department of Linguistics.

3.1 – Malka Rappaport Hovav (GT) – Eran Cohen and Gideon Goldenberg (ST)

3.2 – Malka Rappaport Hovav (GT) – Eran Cohen and Eitan Grossman (ST)

3.3 – Ivy Sichel (GT) – Eitan Grossman (ST)

3.4 – Yehuda Falk (GT) – Moshe Taube (ST)

3.5 – Yael Ziv (GT) – Lea Sawicki and Eran Cohen (ST)

3.6 – Nora Boneh (GT)

4. – Edit Doron (GT) – Ariel Shisha-Halevy and Eran Cohen (ST)

5. – Malka Rappaport Hovav (GT) – Moshe Taube and Eran Cohen (ST)

Editing and proofreading: all members (GT) – Eran Cohen, Moshe Taube, Ariel Shisha-Halevy, Eitan Grossman and Lea Sawicki (ST)

The final draft of the report was reviewed by the Rector and the vice-Rector.

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

Following the discussion of the report by the University's Committee for Academic Policy, the executive summary of the review report is posted on the internet. The Vice-Rector discusses the recommendations and their implementation with the reviewed unit's chairperson. The implementation is monitored by the Implementation Committee, which includes the two vice-rectors, three former

deans, and two members of the University's Standing Committee.

Within the Department, the conclusions and recommendations of the monitoring committee will be discussed by the forum of all tenured and tenure-track members of the department, headed by the chairman.

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

The Hebrew University regards transparency and accessibility of evaluation reports as essential to the usefulness of the self-evaluation process. Following the discussion by the committee for academic policy (see above), the reports are made public and posted on the University's website.