



# Self-Evaluation Report

## Department of Sociology and Anthropology

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### Motto

“If one looks at a group of mature scientists...one finds that those who are respected have arrived at their high station by a remarkable variety of routes. A small proportion of the very bright ones have the special dimension of creativity that brings historic advances in their field. Others are honored for their extraordinary gifts as teachers: their students are their great contribution to the world. Others are respected – though perhaps not loved – for their devastating critical faculties. And so the list goes. Some are specialists by nature, some generalists; some creative, some plodding; some gifted in action, some in expression” (pp. 117-8).

Gardner, John W., 1984. *Excellence: Can we be Equal and Excellent too?* New York: Norton.

“We conclude that for America’s colleges and universities to remain vital a new vision of scholarship is required. What we are faced with, today, is the need to clarify campus missions and relate the work of the academy more directly to the realities of contemporary life. We need especially to ask how institutional diversity can be strengthened and how the rich array of faculty talent in our colleges and universities might be more effectively used and continuously renewed. We proceed with the conviction that if the nation’s higher education institutions are to meet today’s urgent academic and social mandates, their missions must be carefully redefined and the meaning of scholarship creatively reconsidered” (p. 13).

Ernest L. Boyer, **Scholarship Reconsidered: Priorities of the Professoriate**. The Carnegie Foundation for the Advancement of Teaching, 1990.

## Table of Contents

Motto .....	1
Table of Contents .....	2
Preface .....	5
<b>1 The Institution .....</b>	<b>8</b>
1.2 Institution's Mission Statement, Aims and Goals .....	9
1.3 Senior Academic and Administrative Officers.....	9
1.4 Description of Organizational Structure .....	10
<b>2 The Faculty of Social Sciences .....</b>	<b>11</b>
2.1 History and Objectives .....	11
<b>2.2 Structural Organization .....</b>	<b>13</b>
2.3 Faculty Committees .....	14
2.4 Faculty Administration .....	15
2.5 Faculty Academics: Departments and Study Programs .....	15
2.6 Exact Wording on Degree Certificate .....	17
2.7 Planning and Policy-Making Bodies .....	20
<b>3 The Department of Sociology and Anthropology .....</b>	<b>22</b>
3.1 Opening Remarks .....	22
3.1.1 History and Evolution of the Department .....	22
3.1.1.2 Anthropology in the Department .....	24
3.1.1.3 The MA Specialization in Organization Studies .....	27
3.1.1.4 Demography – The Merger with Sociology and Anthropology .....	28
3.1.2 Mission Statement .....	31
<b>3.2 Program of Study .....</b>	<b>32</b>
3.2.1 Program Components .....	32
3.2.2 Program Structure .....	32
3.2.3 Responsibility for the Program .....	35
3.2.4 Monitoring the Program .....	35
3.2.5 External Units .....	36
3.2.6 Future Development .....	36
<b>3.3 Teaching, Learning and Outcomes .....</b>	<b>37</b>
3.3.1 Course Evaluation Policy .....	38
3.3.2 Course Evaluation Summary Statistics .....	38
3.3.3 Technology in the Service of Teaching .....	39
3.3.4 Learning Outcomes .....	40
3.3.4.1 Examinations and Papers .....	40
3.3.4.2 Papers and Theses .....	41
3.3.4.3 Awards for Excellence .....	41
3.3.5 Summary Evaluation .....	41
<b>3.4 Students .....</b>	<b>43</b>
3.4.1. BA Admissions Criteria .....	43
3.4.2. Admissions Procedures .....	43
3.4.3 Graduation Criteria .....	49

3.4.4	Dropout Rates .....	49
3.4.5	Student Employment .....	50
3.4.6	Student Counseling .....	51
3.4.7	Handling Student Complaints .....	52
3.4.8	Fellowships for Students .....	52
3.4.9	Student Labor Market Integration – Policy or Information? .....	53
3.4.10	Summary Comments .....	53
<b>3.5</b>	<b>Teaching Staff .....</b>	<b>55</b>
3.5.1.1	Faculty Profiles .....	55
3.5.1.2	The Fourfold Intellectual Structure .....	55
3.5.1.3	Qualifications .....	58
3.5.1.4	Maintaining Excellence .....	58
3.5.1.5	Recruitment, Tenure, Promotion .....	58
3.5.1.6	Department Chair and Other Key Positions .....	59
3.5.1.7	Full-Time Employment .....	60
3.5.1.8	Student Counseling Requirements .....	60
3.5.1.9	Future Recruitment .....	60
3.5.2	Administrative Support Team .....	60
3.5.2.1	Departmental Budget.....	65
<b>3.6</b>	<b>Infrastructures .....</b>	<b>67</b>
3.6.1	Location and Space .....	67
3.6.2	Classrooms .....	67
3.6.2.1	Rooms and Teaching Facilities .....	67
3.6.2.2	Extra Space .....	67
3.6.3	Equipment .....	68
3.6.4	Laboratories .....	68
3.6.5	Libraries and Information Technologies .....	68
3.6.5.2	Accessibility for Disabled Students .....	72
<b>4</b>	<b>Advanced Teaching and Research Outputs.....</b>	<b>74</b>
4.1	Teaching Force and Research Emphasis .....	74
4.1.2	Graduate Student Advisors (MA + PhD) .....	75
4.1.3	Research Grants .....	77
4.1.4	Society Membership .....	78
4.1.5	Publication Productivity: Quantity .....	80
4.1.6	Publication Productivity: Quality .....	83
4.1.7	Citations .....	87
4.1.8	Serving the Discipline: Journal Gate-Keeping – Reviews .....	89
4.1.8.1	Serving the Discipline: Journal Gate-Keeping – Boards .....	90
4.1.8.2	Participation in Scientific Conferences .....	91
4.1.9	Sabbaticals .....	92
4.1.9.1	Hosting Post-Docs .....	94
4.2	H-Index: Ranking Israeli Sociology and Anthropology Departments .....	95
4.3	Visitors .....	96
4.3.1	International Conferences .....	97
4.4	Service and Leadership Positions .....	99
4.4.1	Public Service .....	100

<b>5</b>	<b>Departmental Policy Guidelines .....</b>	<b>101</b>
5.1	Department Webpage .....	102
5.2	E-Based Departmental Communication .....	103
<b>6</b>	<b>The Self-Evaluation Process, Summary and Conclusions .....</b>	<b>105</b>

## Preface

In May 2008, an international evaluation committee visited the Department of Sociology and Anthropology at the Hebrew University of Jerusalem (HUJI) as part of HUJI's internal monitoring strategy. The committee had studied our programs and the achievements of our faculty, and emerged with a poignant steering statement: *The Department of Sociology and Anthropology at The Hebrew University of Jerusalem has an extraordinary past, a troubled present, and impressive potential for the future.* In response to the monitoring committee's various suggestions, our Department drafted a series of proposed reforms vis-à-vis the administration and made some significant changes in its graduate program.

The present report – relying heavily on empirical evidence – explains the large-scale changes we have undertaken to address many of the issues raised in the report. Our report shows in fine detail that the broad structure of our Department – stretching across Sociology, Anthropology, Demography, and Organization Studies – raises some obstacles but is also a valuable asset that should be maintained. Each stream contributes to the whole in some unique ways. Having the combined merits of all four tracks places our Department in an excellent position to realize the *"impressive potential for the future."* Indeed, over the past two years the Department has worked with the administration, which appreciates our unique structure and the grave circumstances we have experienced in terms of recruitment and staffing, in an effort to deliver on this impressive potential.

Whatever improvements we have achieved in the past two years – and we are happy to report on some positive turns – are largely the result of our own efforts. Whatever faults we still have are ours to rectify as well. Our experience has taught us that we are for the most part on our own in formulating and implementing our path toward excellence. Thus by constantly aiming to improve and change we hope to maintain our momentum toward academic excellence, influential teaching and committed public service.

Days after the monitoring committee left Jerusalem in May 2008, our Department was thrown into moral turmoil over the alleged sexual misconduct of some of the Department's members. This elicited a media campaign against the Department and harmed our standing with the University administration, and probably the general public as well. The trauma of these allegations of sexual misconduct – following disputes over a previous case of ethical misconduct by another senior faculty member several years earlier – threatened

to tear our Department asunder into warring camps. This was exacerbated by the problematic manner in which the cases were handled and the continued negative media exposure. Thus over the past two years, the Department and its faculty were repeatedly rattled by the implications of these events and their direct and less immediate consequences. Nevertheless, the Department took intense organizational efforts to maintain civil behavior, allowing concerns to be aired and increasing informal encounters. The mature approach with which our team responded to these traumatic challenges has also helped us steer forward in our attempts to fulfill the monitoring committee's concluding statement, namely, our *impressive potential for the future*.

This report is an opportunity to evaluate the two years since the 2008 assessment. We hope to use this opportunity to assess the problems we still face and the reforms we have embarked on, and to learn from the analyses ahead about possible reforms in our programs and future directions as scholars. We hope the new monitoring committee for whom this report is being prepared can offer further insights to help us direct our course toward excellence. We view this report – which will hopefully become a routine practice – not as the end of a process but rather as part of an ongoing campaign to refocus, expand and improve our Department and the service it provides to the academic community and the general public.

We thank the Council of Higher Education for allowing us – having just completed a prior round of assessment – to submit a partial report. The CHE leadership has permitted us to focus on changes made during the past two years. Nevertheless, in the course of preparing this report we were convinced that it would be better to join the other departments in showing data for five to six years. We hope the report, which demanded a considerable investment of time and effort, will convince its readers that its abundant data changes the framework of assessment, moving it from a teaching-centered report to one that takes a broader perspective on the multiple meanings of academic excellence. This broader path is precious to us, and we hope to have contributed by this expanded report to the broader scene of Israeli higher education.

We thank Yaacov Schul, our Vice Rector, for allowing us to present our merits and for having generated an opportunity for further reflection and self-critique. We thank Dean Avner de Shalit for his moral and practical support. We wish to acknowledge our staff – Revital Kamma, Ilana Amiad, Dahlia Bar Nahum, Agnes Arbeli, and Liran Gordon – for assisting in data preparation. The entire team read drafts, and some have taken active roles in shaping the vision of this report. The members deserve “kudos” for their patience with supplying data

that made this report possible; and I applaud them – after seeing their all-around merits – for collaborating in this important self-assessment exercise. We have a lot of work to do; but we are already cashing in on our *impressive potential for the future*.

Professor Gad Yair

Chair

Jerusalem, December 2010



## **1 The Institution**

1.1 A proposal to establish a Jewish institution for higher education was first raised in 1882, but the cornerstone of the Hebrew University was laid in Jerusalem only in 1918. On April 1, 1925, the University was officially opened on Mount Scopus. Its academic life (teaching and research) took place on Mount Scopus until 1948, the year the State of Israel was established. 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 University campus. On August 23, 1962, the Hebrew University 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. In 1967 the road to Mount Scopus was reopened and, in the early 1970s, academic activities were restored on that 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 operates on five campuses:**

**Mount Scopus campus**, site of the Faculty of Humanities and the School of Education, the Faculty of Social Sciences, the School of Business Administration, the Faculty of Law and the Institute of Criminology, the School of Occupational Therapy, the Paul Baerwald School of Social Work and Social Welfare, the Truman Institute for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education.

**Edmond J. Safra campus in Givat Ram**, site of the Faculty of Mathematics and Natural Sciences, the Rachel and Selim Benin School of Engineering and Computer Sciences, the Center for the Study of Rationality, the Institute for Advanced Studies, and the Jewish National and University Libraries.

**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).

**Ein Karem campus**, adjoining the Hadassah Medical Center and site of the Faculty of Medicine, the Faculty of Dental Medicine, the School of Pharmacy, and the Braum School of Public Health and Community Medicine.

**Interuniversity Institute for Marine Science in Eilat**, operated by the Hebrew University for the benefit of all institutions of higher learning in Israel.

The following table shows the total number of students studying for academic degrees at the Hebrew University, by degree:

Students at the Hebrew University (2009)			
Bachelor's degree	Master's degree	PhD	Total
11,540	6,598	2,615	22,871

## **1.2 Institution's Mission Statement, Aims and Goals**

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

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

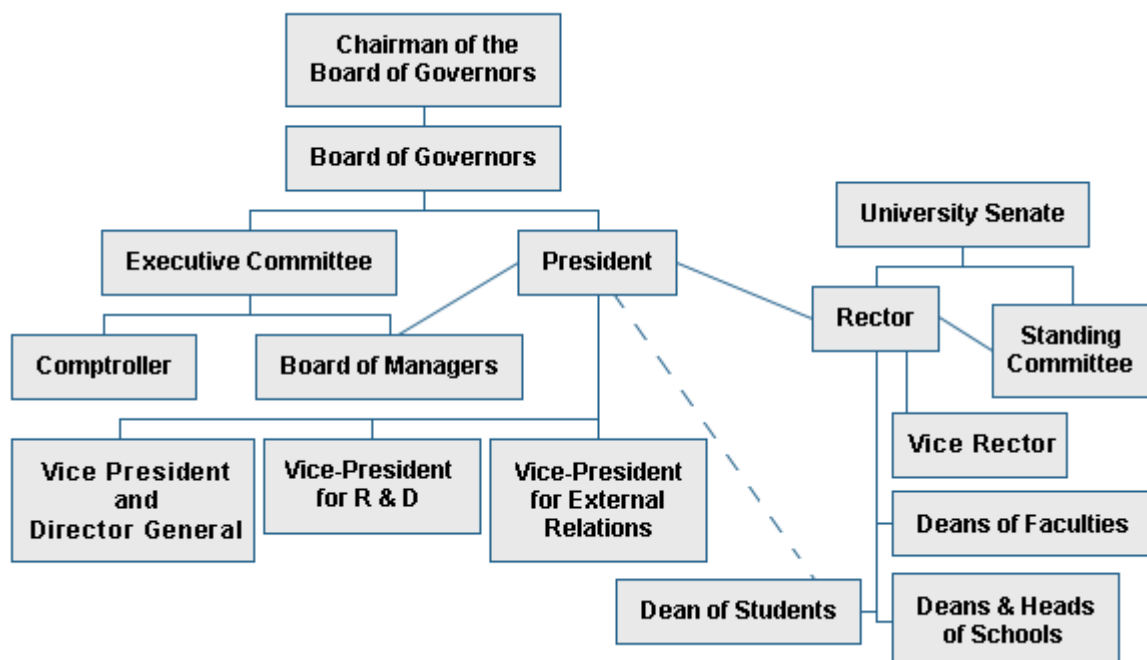
The University's goal is to be a vibrant academic community, committed to a rigorous scientific approach and characterized by its intellectual effervescence. These should both extend to and enlighten the society in which the University exists.

## **1.3 Senior Academic and Administrative Officers**

Chairman of the Board of Governors:	Michael Federmann
President:	Professor Menahem Ben-Sasson
Rector:	Professor Sarah Stroumsa
Vice-President and Director-General:	Billy Shapira

Vice-President for Research and Development:	Professor Shai Arkin
Vice-President for External Relations:	Carmi Gillon
Vice-Rector:	Professor Yaacov Schul
Vice-Rector	Professor Oded Navon
Comptroller:	Yair Hurwitz
Deans:	
Faculty of Humanities:	Professor Israel Bartal
Faculty of Social Sciences:	Professor Avner de Shalit
Faculty of Law:	Professor Barak Medina
Faculty of Mathematics & Natural Science:	Professor Gad Marom
Faculty of Agriculture, Food & Environment:	Professor Aharon Friedman
Faculty of Medicine:	Professor Eran Leitersdorf
Faculty of Dental Medicine:	Professor Adam Stabholtz
School of Business Administration:	Professor Dan Galai
School of Social Work:	Professor Gail Auslander
Dean of Students:	Professor Esther Shohami

#### 1.4 Description of Organizational Structure



## **2 The Faculty of Social Sciences**

### **2.1 History and Objectives**

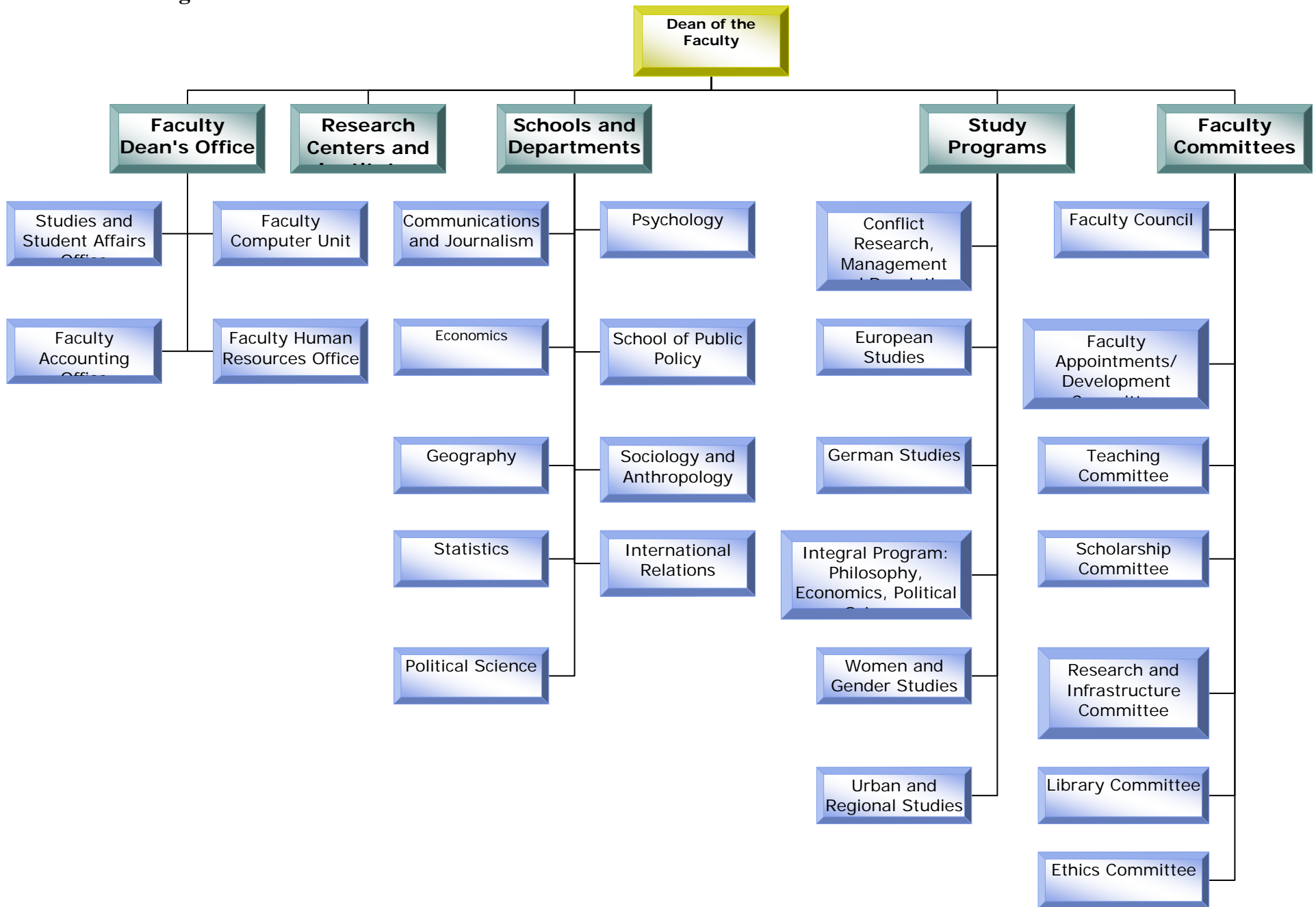
The first efforts in teaching and conducting research on social topics at the Hebrew University were already under way in the 1930s and 1940s. Initially, specific disciplines – such as Jewish sociology, the sociology of religion, and the economy and sociology of Israel and the Middle East – developed separately within the various departments of the Faculty of Humanities. Later these subjects were joined with others to form a Social Sciences Department within the Faculty of Humanities.

The social transformation precipitated by the War of Independence clarified the need to develop this area of knowledge further. Mass immigration had doubled Israel's population within just a few years and had fundamentally transformed its social fabric. The economy was quickly expanding and had encountered some severe obstacles. These conditions created an acute and sudden need for economists, sociologists, statisticians, and management professionals in both public and private sectors. The University at that time viewed its *raison d'être* as educating the young in these professions and systematically developing research and teaching in the fields of economics, social studies and management. The University was finally able to fulfill this function when its initiative coincided with a similar program proposed by friends and admirers of the late Eliezer Kaplan (led by Yossef Sprinzak of blessed memory). These individuals wanted to honor the memory of Israel's first Minister of the Treasury, who had contributed greatly to the establishment of a national economy under public administration, by lending his name to a new institution charged with securing a future for that economy and ensuring its proper administration.

That institution was launched in 1953 and was recognized as a separate Faculty, although it maintained a special relationship with the Faculty of Humanities for some time thereafter, developing its curriculum within the framework of the latter. The class of 1954-55 already numbered 360 students, and the figures grew annually. The joint framework of authority was divided in the spring of 1968, rendering the Faculty of Social Sciences separate and independent from then on. In the 1955-56 academic year, the new Faculty was entrusted with a new building in Givat Ram; in 1987 it returned to the Mount Scopus campus for the first time since the 1948 War of Independence.

Today the Faculty of Social Sciences comprises eight departments (Psychology, Sociology and Anthropology, Geography, Communications and Journalism, Statistics, Economics, Political Science, International Relations), the Federman School of Public Policy and Government, and the following study programs: Integrative Program in Philosophy, Economics and Political Science; Urban and Regional Studies; European Studies; Conflict Research, Management and Resolution; Woman and Gender Studies; German Studies. The Faculty considers teaching and research in the social studies its prime objective, educating students in the social sciences while laying the theoretical foundations for knowledge in those fields via basic and applied research.

## 2.2 Structural Organization



## 2.3 Faculty Committees

### **Faculty Council**

All tenure-track faculty members sit on the Faculty Council, which is chaired by the Dean. Issues of principle significance are brought before the Council after having been discussed and authorized by the Academic Affairs Committee or other Faculty committees.

### **Faculty Appointments/Development Committee**

*Chair: Professor Avner De-Shalit, Dean*

The Faculty Appointments/Development Committee discusses the absorption and appointment of new faculty as well as the development of programs and initiatives.

### **Faculty Teaching Committee**

*Chair: Professor Vered Vinitzky-Seroussi*

The Faculty Teaching Committee deals with issues related to teaching and curricula. Committee members are chosen by the Dean and represent the Faculty's various departments. A student body representative also participates in the Committee meetings. The Committee maintains a Subcommittee for Student Affairs which addresses extraordinary student requests that deviate from the rules and regulations laid down in the Faculty course catalogue.

### **Scholarship Committee**

*Chair: Professor Rehav Rubin*

The Scholarship Committee determines student and visitor eligibility for scholarships, including merit scholarships for post-graduate students, comprehensive fellowships for doctoral students, the Rothschild Scholarship for Post-Doctoral Research, the Lady Davis Scholarship for Professors and Post-Doctoral Visitors.

### **Research and Infrastructure Committee**

*Chair: Professor Udi Shavit*

The Faculty Research and Infrastructure Committee helps procure equipment and means essential to Faculty researchers. Together with University authorities, the Committee coordinates the allocation of resources for absorption of new Faculty members, allocates Faculty resources, and serves as a conduit for general coordination between the Faculty and the University's Authority for Research and Development.

### **ULibrary Committee**

*Chair: Professor Moshe Maor*

The Library Committee is responsible primarily for expanding the libraries and databases at the disposal of Faculty researchers and students. The Committee oversees the transfer of printed journals to electronic databases, and ensures efficient and effective use of budgetary funds earmarked for updating the departmental libraries. The Committee is also responsible for directing Faculty resources towards procuring high-ranked journals and updating the map library and social sciences database.

### **Ethics Committee**

*Chair: Professor Jonathan Huppert*

The Ethics Committee discusses research proposals and ensures that all research conforms to the principles established in the Helsinki Declaration.

## **2.4 Faculty Administration**

Dean, Professor Avner De-Shalit

Associate Dean, Mrs. Miri Stern-Lev

Academic Secretary, Ms. Margalit Drori

Accountant, Ms. Dalit Chen

## **2.5 Faculty Academics: Departments and Study Programs**

### **Department of Communications and Journalism**

*Department Head – Professor Menahem Blondheim*

### **Department of Economics**

*Department Head – Professor David Genesove*

### **Department of Geography**

*Department Head – Dr. Noam Shoval*

### **Department of International Relations**

*Department Head – Professor Alfred Tovas*

### **Department of Political Science**

*Department Head – Professor Mario Sznajder*

### **Department of Psychology**

*Department Head – Professor Asher Cohen*

### **Department of Sociology and Anthropology**

*Department Head – Professor Gad Yair*



**Department of Statistics**

*Department Head – Professor Moshe Haviv*

**Graduate Program in Conflict Research, Management and Resolution**

*Program Director – Professor Ilana Ritov*

**Graduate Program in European Studies**

*Program Director – Professor Bianca Kuhnel*

**Graduate Program in German Studies**

*Program Director – Professor Bianca Kuhnel*

**Honors Graduate Program in Public Policy**

*Head of School of Public Policy – Professor Dan Avnon*

**Integrative Bachelor's Program: Philosophy, Political Science and Economics (PPE)**

*Program Director – Dr. Daniel Attas*

**Urban and Regional Studies**

*Program Director - Professor Daniel Felsenstein*

**Women and Gender Studies**

*Program Director - Professor Mimi Ajzenstadt*

## 2.6 EXACT WORDING ON DEGREE CERTIFICATE

### BACHELOR'S DEGREE

ENGLISH WORDING	נוסח התעודה בעברית (HEBREW)	סוג התעודה
<p><b>Bachelor of Arts</b></p> <p>Upon completing the required course of studies and passing the prescribed examinations</p> <p>In the departments of...</p> <p>(name of the department)</p> <p>&amp;</p> <p>(name of the department)</p>	<p>בוגר אוניברסיטה במדעי החברה B.A.</p> <p>לאחר שסיים (שסיימה) את מסכת הלימודים בחוגים</p> <p>(1. חוג ממדעי החברה)</p> <p>(2. חוג ממדעי החברה)</p>	<p>בוגר דו חוגי</p> <p>שני חוגי הפקולטה למדעי החברה</p>
<p><b>Bachelor of Arts</b></p> <p>Upon completing the required course of studies and passing the prescribed examinations</p> <p>In the departments of...</p> <p>(name of the department)</p> <p>&amp;</p> <p>(name of the department)</p>	<p>בוגר אוניברסיטה במדעי החברה וב... (פקולטה נוספת) B.A.</p> <p>לאחר שסיים (שסיימה) את מסכת הלימודים בחוגים</p> <p>(1. חוג ממדעי החברה)</p> <p>(2. חוג מפקולטה אחרת)</p>	<p>בוגר דו חוגי</p> <p>חוג מהפקולטה למדעי החברה וחוג מפקולטה אחרת</p>
<p><b>Bachelor of Arts</b></p> <p>Upon completing the required course of studies and passing the prescribed examinations</p> <p>In the departments of...</p> <p>(name of the department)</p> <p>&amp;</p> <p>(name of the department) - minor</p>	<p>בוגר אוניברסיטה במדעי החברה והרוח B.A.</p> <p>לאחר שסיים (שסיימה) את מסכת הלימודים בחוגים</p> <p>(1. חוג ממדעי החברה)</p> <p>(2. חוג ממדעי הרוח) - חוג משני</p>	<p>בוגר דו חוגי</p> <p>חוג מהפקולטה למדעי החברה וחוג משני מהפקולטה למדעי הרוח</p>
<p><b>Bachelor of Arts</b></p> <p>Upon completing the required course of studies and passing the prescribed examinations</p> <p>In the department of...</p> <p>(name of the department)</p> <p>&amp;</p> <p>Supplementary studies</p>	<p>בוגר אוניברסיטה במדעי החברה</p> <p>לאחר שסיים (שסיימה) את מסכת הלימודים בחוג</p> <p>(שם החוג)</p> <p>ובלימודים משלימים</p>	<p>בוגר חד חוגי</p> <p>חוג ממדעי החברה ולימודים משלימים</p>
<p><b>Bachelor of Arts</b></p> <p>Upon completing the required course of studies in the joint program in the departments</p> <p>(name of the departments)</p>	<p>בוגר אוניברסיטה במדעי החברה והרוח B.A. לאחר שסיים (שסיימה) את מסכת הלימודים בתכנית משולבת:</p> <p>פילוסופיה, כלכלה, מדע המדינה</p>	<p>בוגר בתכנית המשולבת – פכ"מ</p>

ENGLISH WORDING	נוסח התעודה בעברית (HEBREW)	סוג התעודה
<p>Bachelor of Arts</p> <p>Upon completing the required course of studies and passing the prescribed examinations</p> <p>In the departments of...</p> <p>(name of the department)</p> <p>&amp;</p> <p>(name of the department)</p>	<p>בוגר אוניברסיטה בפקולטה למדעי החברה ובמוסיקה B.A MUS / ובמחול B.A DANCE</p> <p>לאחר שסיים (שסיימה) את מסכת הלימודים באוניברסיטה העברית – בחוג....</p> <p>באקדמיה למוסיקה ומחול – בחוג ל....</p>	<p>תכנית משותפת לתואר בוגר</p> <p>של האוניברסיטה והאקדמיה למוסיקה ע"ש רובין בירושלים</p>

#### MASTER'S DEGREE

EXACT ENGLISH WORDING ON CERTIFICATE		נוסח התעודה בעברית (HEBREW)		סוג התעודה
NON-THESIS TRACK	THESIS TRACK	לא מחקרי	מחקרי	
<p>Master of Arts</p> <p>Upon completing the required course of studies in the department of</p> <p>(name of the department / name of the program)</p>	<p>Master of Arts</p> <p>Upon completing the required course of studies and submitting the prescribed thesis in the department of</p> <p>(name of the department / name of the program)</p>	<p>מוסמך אוניברסיטה במדעי החברה M.A.</p> <p>לאחר שסיים (שסיימה) את מסכת הלימודים בחוג / בתכנית מוסמך</p>	<p>מוסמך אוניברסיטה במדעי החברה M.A.</p> <p>לאחר שסיים (שסיימה) את מסכת הלימודים וחיבר (והיברה) עבודת גמר בחוג / בתכנית מוסמך</p>	<p>מוסמך</p> <p>בחוג/תכנית לימודים</p>
<p>Master of Arts</p> <p>Upon completing the required course of studies in the department of</p> <p>(name of the department)</p> <p>Program in.../ Specialization in...</p>	<p>Master of Arts</p> <p>Upon completing the required course of studies and submitting the prescribed thesis in the department of</p> <p>(name of the department)</p> <p>Program in.../ specialization in...</p>	<p>מוסמך אוניברסיטה במדעי החברה M.A.</p> <p>לאחר שסיים (שסיימה) את מסכת הלימודים בחוג במגמה ל... / בהתמחות ב...</p>	<p>מוסמך</p> <p>במגמה/במגמות ו/או בהתמחות/התמחויות</p>	
<p>Master of Arts</p> <p>Upon completing the required course of studies in the joint program</p> <p>in the departments of</p> <p>economics</p> <p>business administration / statistics</p> <p>Specialization in...</p>	<p>Master of Arts</p> <p>Upon completing the required course of studies in the joint program and submitting the prescribed thesis</p> <p>in the departments of</p> <p>economics</p> <p>business administration / statistics</p> <p>Specialization in...</p>	<p>מוסמך אוניברסיטה במדעי החברה M.A.</p> <p>לאחר שסיים (שסיימה) את מסכת הלימודים בתכנית משולבת בחוגים כלכלה מינהל עסקים / סטטיסטיקה התמחות ב....</p>	<p>מוסמך אוניברסיטה במדעי החברה M.A.</p> <p>לאחר שסיים (שסיימה) את מסכת הלימודים וחיבר (והיברה) עבודת גמר בתכנית משולבת בחוגים כלכלה מינהל עסקים / סטטיסטיקה התמחות ב....</p>	<p>תכנית משולבת</p> <p>כלכלה וסטטיסטיקה/ כלכלה מנהל עסקים עם התמחות/ או בלי התמחות (תכנית משולבת עם ביה"ס למנהל עסקים)</p>

EXACT ENGLISH WORDING ON CERTIFICATE		נוסח התעודה בעברית (HEBREW)		סוג התעודה
NON-THESIS TRACK	THESIS TRACK	לא מחקרי	מחקרי	
<b>Master of Arts</b> <b>Upon completing the required course of studies / individual program</b> <b>in the departments of</b> <b>(1.name of the department)</b> <b>Program in.../ Specialization in...</b> <b>(2.name of the department)</b> <b>Program in.../Specialization in...</b>	<b>Master of Arts</b> <b>Upon completing the required course of studies and submitting the prescribed thesis / individual program</b> <b>in the departments of</b> <b>(1.name of the department)</b> <b>Program in.../ specialization in...</b> <b>(2.name of the department)</b> <b>Program in.../ specialization in...</b>	<b>M.A. מוסמך אוניברסיטה במדעי החברה</b> <b>לאחר שסיים (שסיימה) את מסכת הלימודים בתכנית אישית בחוגים</b> <b>(חוג 1)</b> <b>במגמה ל.../או התמחות ב...</b> <b>(חוג 2)</b> <b>במגמה ל.../או התמחות ב...</b>	<b>M.A. מוסמך אוניברסיטה במדעי החברה</b> <b>לאחר שסיים (שסיימה) את מסכת הלימודים בתכנית אישית וחבר (וחברה) עבודת גמר בחוגים</b> <b>(חוג 1)</b> <b>במגמה ל.../או התמחות ב...</b> <b>(חוג 2)</b> <b>במגמה ל.../או התמחות ב...</b>	<b>תכנית אישית למוסמך</b> <b>עם או בלי מגמה/מגמות ו/או התמחות/התמחויות</b>
<b>Master of Arts in social sciences</b> <b>upon completion the studies in the program</b> <b>Israel :Society and Politics</b>		<b>M.A. מוסמך אוניברסיטה במדעי החברה</b> <b>לאחר שסיים (שסיימה) את מסכת הלימודים בתכנית הלימודים</b> <b>ישראל:חברה ופוליטיקה</b>	<b>לא קיים</b>	<b>תכנית מוסמך ישראל:חברה ופוליטיקה</b> <b>(בחוגים מדע המדינה או סוציולוגיה ואנתרופולוגיה לתלמידי ביה"ס לתלמידים מחו"ל ע"ש רוטברג)</b>

**NUMBER OF STUDENTS ADMITTED OVER THE LAST FIVE YEARS, LISTED BY DEGREE:**

	B.A.	M.A	Thesis track	Non-thesis track	PhD
2009	2187	1048	469	579	283
2008	2258	1062	469	587	295
2007	2279	1080	467	613	313
2006	2231	1097	415	682	302
2005	2266	1134	445	689	315

**NUMBER OF STUDENTS GRADUATED OVER THE LAST FIVE YEARS, LISTED BY DEGREE:**

	B.A.	M.A	Thesis track	Non-thesis track	PhD
2009	559	277	96	181	30
2008	557	365	144	225	37
2007	604	344	112	232	27
2006	612	321	103	218	26
2005	577	291	100	191	31

**2.7 Planning and Policy-Making Bodies**

The Faculty has a Development Committee to assist the Dean with policy making. With that committee's assistance the Dean periodically submits a Faculty Development Plan. No such plan was written or submitted in the last five years. However, all departments submitted departmental development programs to the Dean in 2006.

All departments, and on occasion also teaching programs, are monitored periodically by an External Evaluation Committee, appointed either by the Rector or the Council for Higher Education, and comprising mainly leading academics from abroad. The committee evaluates the department or program in terms of research, personnel, teaching, and international status, and then submits recommendations for changes and improvements. In the five years before 2006 the following programs were assessed: Department of Geography; Integrative Bachelor's Program in Philosophy, Political Science and Economics; Graduate Program in Conflict Research, Management and Resolution; and the Graduate Program in Middle Eastern Studies. The last program was closed as a result of the External Evaluation Committee's report. In 2007 the Department of Political Science and the Department of International Relations were evaluated; in 2008 the External Evaluation Committee assessed the Departments of Communications and Journalism; Sociology and Anthropology; and Psychology. HUJI's Academic Policy Committee discusses the assessments and the Dean reports on changes introduced in response to the Evaluation Committee's recommendations.

Proposals for new teaching programs are submitted by departments or groups of faculty members to the Faculty Teaching Committee, which includes representatives of all departments and convenes several times each semester. If approved by the Teaching Committee, the proposals are discussed in the Faculty Council, which comprises all tenure-track faculty members and convenes once or twice every semester. If approved by the Faculty Council, the proposal is submitted for approval to the University's Standing Committee of the Senate. A proposal for a new academic degree is also submitted for

approval to the University Senate. A new teaching program approved through this process in 2007 is the Graduate Program in German Studies.

The departments frequently initiate modifications in existing teaching programs, which are submitted for approval to the Faculty Teaching Committee. A recent example is a structural change in the International Relations MA program. More substantial changes, such as new specializations within departments, must be approved by the Teaching Committee before being submitted for approval by the Faculty Council. Last year a new MA specialization in political communication was offered by the Departments of Political Science and Communications and Journalism.

The first step in the appointment of new faculty members is a departmental call for applications. The applicants are then screened, evaluated and ranked by the Department Selection Committee, which is appointed by the University Senate's Standing Committee. The files of those candidates chosen by the departments are submitted to the Faculty Appointments Committee (also appointed by the Senate's Standing Committee), which evaluates and ranks the candidates, taking into consideration their qualifications and achievements as well as department needs. The Committee's decision on new appointments requires approval by the Rector and the President of the University.

### **3 The Department of Sociology and Anthropology**

#### **3.1 Opening Remarks**

The Department of Sociology and Anthropology is part of the Faculty of Social Sciences at the Hebrew University of Jerusalem. The Department was the first sociology and anthropology department in Israel and played a pivotal role in the development of social studies in Israel. Its graduates have gone on to become university faculty members in Israel and abroad. The Department seeks to develop and maintain high standards of research and teaching in the sub-fields of Sociology, Anthropology, Organization, and Demography. Its faculty has been involved in high-profile research both in Israel and overseas, and the Department has contributed substantially to the development of the discipline in Israel and beyond and, through its faculty and alumni, to Israeli society as a whole. Several prominent Department professors have received the Israel Prize, the highest award for academic excellence in Israel: Professor Shmuel N. Eisenstadt, Professor Yehudit Shuval, Professor Moshe Lissak, Professor Elihu Katz, and Professor Chaim Adler.

Members of the Department are engaged in research and teaching in Sociology, Anthropology, Organization Studies, and Demography. The history and the current status in the respective four fields are outlined below.

##### **3.1.1 History and Evolution of the Department<sup>1</sup>**

The first members of the proto-department of sociology at the Hebrew University included Martin Buber – who, together with Chaim Weizmann, envisaged the establishment of a university for the Jewish people in Palestine as early as 1907 – Arthur Ruppin, Roberto Baki and Arie Tartakover, active members of the Zionist movement who taught courses in the 1930s and 1940s. Ruppin, whose academic specialty was the sociology of the Jewish people, was a major figure in the procurement of national lands from local Arab residents; he planned and organized Bank Hapoalim, a major Israeli bank, and was the designer of collective economic arrangements that characterized the young society (the kibbutz and moshav settlements). Martin Buber was behind the study of the kibbutz as a millenarian experiment, and he supported empirical, comparative and conceptual analyses as early as the 1940s. In these pre-State days, all four members of the proto-department espoused the ideology of a “serving elite,” a spirit that continued to animate the following two generations, who were some 40-50 years younger than their predecessors.

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<sup>1</sup> This section is based on original paper by Yair and Apeloig, 2005, 2006.

The next “founding” generations were even more locally oriented than their predecessors, and in a sense more intellectually bound to Israel. The first students in the Department of Sociology began their studies in 1949, one year after the Israeli War of Independence, with 26-year-old S.N. Eisenstadt as the new chair. A significant number of the students had combat experience in underground units that had opposed the British mandate or had taken an active part in what came to be the Israeli Defense Forces. Members of this cohort were highly committed to national goals. For them, territorial claims were not theoretical concepts; rather, they felt that the borders of Israel – geographical, social and ideological – were stamped and sealed in those historical moments and they could not entertain non-Zionist thoughts.

Some of the students in this cohort came from the very heart of the Zionist ideal, the kibbutz community (obviously, there were less ideologically pristine communities in Israel). Since they chose to live their lives in this collective utopian community, they felt strongly connected to Zionism. Some of them even felt that their academic studies were a deviation from the expected ideal of sacrifice to the collective. They therefore justified their studies as a personal investment that would have to be repaid to Israeli society. They felt indebted and were bound by this personal sense of justice.

Finally, a few – but nonetheless important – figures among the first students (who later became faculty) were active leaders in the Israeli youth movements (all affiliated with political parties or identified with civic values). At that time service in the top echelons of these movements was equivalent to service in the army. Hence these students could serve the youth movements while studying at the University. Their relatively easy lives in the midst of military crises made them feel even more indebted to national Zionist goals. As one of them explicitly stated in an interview, “We did not feel part of State institutions but rather as enlisted intellectuals. We saw ourselves as part of the modernization processes and wanted to encourage the absorption of immigrants out of practical interests.” Another stated that “the spirit of the time motivated us to lend a helping hand to the community” with a “pioneering” mentality.

Their position as local ideologists and the collective consciousness of rootedness in the new nation-state affected the scientific work of the young Israeli sociologists. Following national leaders, these sociologists (most still younger than 30 at the beginning of the 1950s) were preoccupied with finding solutions to pressing national needs. Consequently, they correlated their



academic endeavors with national agendas. Furthermore, the strong ideological identification of Israeli sociologists with the State and their involvement in the nation-building project focused their motivation on studies of Israeli institutional domains – education, crime, integration, immigration and absorption. Their local involvement focused their perspective on the specific historical context of the young Israeli society; consequently, the sociology they developed had a strong affinity to their position: local, contextual, comparative, and pragmatic.

Notwithstanding the strong commitment to local social problems, the young Israeli sociologists under the leadership of S.N. Eisenstadt were well aware that a parochial sociology focused solely on Israel would have no long-lasting international impact. Adopting a fully local contextual orientation would cut them off from international scientific discourse and marginalize them as individual scholars. They therefore developed an academic “positioning” strategy that would allow them to focus their studies on the evolving Israeli society while gaining wide recognition in international professional circles.

This strategy combined a thorough, in-depth analysis of local case studies with a comparative perspective addressing topical sociological problems of interest to a wide readership abroad. In the local setting, they sought to develop a practical social science that could help decision-makers resolve basic problems in nation building. To gain legitimacy from the international community, they used the German scholarly (mostly Weberian) tradition to situate their local studies within comparative frameworks that touched upon basic societal issues. As S.N. Eisenstadt wrote in the early 1950s, “From the outset it was the aim of the Department to carry out research projects which could be of both theoretical and practical value, especially in view of the great importance of social planning for Israel.”

### **3.1.1.2 Anthropology in the Department**

When the Department was first founded by Martin Buber and later developed under S.N. Eisenstadt, anthropology was not given room as a discipline in its own right. Buber and Eisenstadt were familiar with anthropological work; they stressed a comparative view of society and included anthropological readings in their teachings, but they did not see anthropology as theoretically separate from sociology and it hence did not warrant any special recognition. The teacher closest to anthropology among that first generation was Yonina Talmon, as evident in the fieldwork she and her students carried out on

kibbutzim, inspired by models from British social anthropology. No anthropologist was appointed in the Department until the early 1970s, although Erik Cohen to some extent represented the continuation of an anthropological emphasis after Yonina Talmon died in the late 1960s. Anthropologists were sometimes hired as external lecturers for certain courses, e.g., Henry Rosenfeld on Arab society in Israel, but otherwise anthropology remained only a sub-discipline within sociology.

### **The beginnings of contemporary anthropology**

A large-scale project to study Israeli society was established at the University of Manchester in the 1960s, under the leadership of Max Gluckman. It attracted many students and resulted in about a dozen fieldwork projects, and the PhD training it involved provided a major boost to the discipline of anthropology in Israel. Among the students who joined this project were holders of BAs and MAs from the Department of Sociology, but the immediate impact was to promote development of a new Department of Sociology and Anthropology at Tel Aviv University. In 1970-71, our Department hired Yitzhak Eilam and Uri Almagor, two former students who had received their doctorates in Manchester: Both had done field research not on Israeli topics but rather on East African pastoral societies, although after coming to Jerusalem Eilam began research among immigrants from Soviet Georgia (he died young in the late 1970s). In 1972, two more anthropologists were hired: Don Handelsman, who had also received his degree from Manchester but brought with him a background of earlier studies in North America, and Harvey Goldberg, who was trained in the United States. Goldberg's doctorate had been a field study of an immigrant village, while Handelsman turned to something new for Israeli anthropology: the study of elderly people in a sheltered workshop, which raised issues of bureaucracy and the processes of emergent ritual and play in work settings. The following years saw an attempt to continue expanding the anthropology program, but without immediate success; two scholars from abroad left after one year, and an Israeli trained overseas and specializing in Arab society was not given tenure.

### **Reinforcement "from within"**

The next phase of growth came from local scholars. Yoram Bilu, originally trained as a clinical psychologist, returned to the Hebrew University for a doctorate combining psychology and anthropology. He was hired by our Department in the early 1980s, with a joint appointment in the Department of Psychology; over time his major interests moved strongly in anthropological directions. Eyal Ben-Ari did undergraduate work with us and then went to

Cambridge for a PhD based on fieldwork in Japan. He joined our Department in the mid-1980s. Both these appointments significantly expanded the available paradigms of anthropological work in Israel.

Bilu introduced psychological anthropology with its links to the growing field of medical anthropology. Methodologically, some of his work was based on life-histories and drew attention to the development of different kinds of narrative analysis that were becoming current. His research on pilgrimages helped move concern with ethnic phenomena beyond the specific level of villages and small towns. In 1990-91, a student of Bilu and of Goldberg, Andre Levy, became the first Israeli anthropologist to undertake field work in an Arab country – Morocco.

Ben-Ari's work in urban Japan helped establish interest in urban anthropology and other aspects of large-scale organization in Israel viewed through anthropological lenses. His work, and later that of his students, on issues of the military are a major reflection of this input.

### **The growing presence of anthropology**

One indication of the past impact of anthropology within the Department is that scholars not trained specifically as anthropologists began to present their work in anthropological terms. Examples are Zali Gurevitch and some of Brenda Danet's work on language (Danet held a joint appointment with the Department of Communications). A recent example is Nurit Stadler's work on Ultra-Orthodox life. In general, some current doctoral students seem comfortably identifying themselves as having drawn upon both anthropology and sociology.

This trend accompanies the continued expansion of topics that are addressed from anthropological perspectives. In the late 1980s the appointment of Meira Weiss broadened interest in medical anthropology (further strengthened for a few years by Don Seeman), and her work helped crystallize growing attention in gender issues (which appeared in some PhD research in the early 1980s). This was reinforced by Tamar El-Or, who also helped maintain the Department's long-standing focus on Orthodoxy, but with new emphases. The study of Jewish Orthodoxy also featured in the appointment of Yehuda Goodman, who is also interested in the range of diverse religious and cultural identities within the Israeli cultural landscape (another theme with notable attraction for current graduate students). For a while the study of Arab society was given a

boost within the department, but the departure of Dan Rabinowitch for Tel Aviv has left this topic relatively orphaned again.

### **The shrinking of anthropology**

While from the various perspectives mentioned, anthropology appeared to be on the upswing within the Department and in the University in the 1980s (graduate students from the Humanities – in particular Jewish Studies – frequently approached Goldberg and Bilu to help incorporate anthropological aspects into their research), a series of developments rather rapidly created a crisis after 2000. These include retirement – Cohen, Almagor, Handelsman, Goldberg (September 2007), and Bilu (2010) – and departures – Rabinowitch, Seeman, Weiss, Sosis. The very welcome trend of sociologists adopting (and adapting) aspects of anthropology notwithstanding, it is important to maintain a serious nucleus of scholars committed to intensive fieldwork and long-term familiarity with specific groups and research sites, who also are attuned to anthropological debates about directions within the discipline. A fruitful interchange between anthropological and sociological approaches can only be maintained if the anthropological side has the opportunity to regularly “recharge its batteries.” The recent hiring of Eitan Wilf (from Chicago) will hopefully make up for Yoram Bilu’s retirement, and we look forward to recruiting another position from the 2011 pool of candidates (this should be known by the time of the Evaluation Committee’s visit).

#### **3.1.1.3 The MA Specialization in Organization Studies**

The MA specialization in Organization Studies was initially offered in the early 1980s within the framework of Social Psychology; the Department members who taught at the time were Professor Zali Gurevitch, Dr. Israel Katz, Professor Michael Inbar, and Professor Boas Shamir. The specialization has become a popular MA choice, with some 20 students admitted each year out of a large pool of candidates (about 80 applicants last year, with an average GPA of 91). Admission is based on academic excellence, and the specialization has been a drawing factor for excellent students from the Department’s BA program, from other departments at the Hebrew University, and from other universities. The specific teaching areas in the specialization have shifted over the years as new faculty members joined and others retired or shifted their areas of academic interest.

In 1995 the specialization was renamed “Organization Studies” to reflect the changes in the content and composition of courses. Today the specialization is headed by Dr. Israel Katz; other teachers are Dr. Michal Frenkel, Professor Amalya Oliver, Professor Boas Shamir, and external teachers.

Similar specializations exist within Haifa University’s Department of Sociology and Anthropology and, with some differences, at Tel Aviv University’s Department of Labor Studies, as well as in some of the colleges (the best known is at the College of Management in Rishon Letzion). But the Department’s program is held in particularly high repute by the Israeli public, as many well-known organizational consultants and assessment researchers completed their studies with us. We often hear from new BA students that they chose the Hebrew University’s Department of Sociology and Anthropology specifically in order to excel in their studies and gain admittance to the MA specialization.

#### **3.1.1.4 Demography – The Merger with Sociology and Anthropology**

Demographic research and training in Israel has always been centered at HUJI, beginning with the original Department of Statistics and Demography founded in 1947. As interest in demographic questions within Israel grew, the Department of Demography was instituted as a separate unit in 1971. It remained independent – although its name was later changed to Population Studies – until it merged with the Department of Sociology and Anthropology in 2004. Currently, Demography, with three primary faculty members, is the smallest of the four units that constitute the Department of Sociology and Anthropology.

Historically, demographers at the Hebrew University have focused on two substantive areas of research. The first derived from Israel’s unique status as a “demographic laboratory” for testing general hypotheses. This is evident in the extensive series of analyses of demographic data gathered since the establishment of the State in order to shed light on the trends in, and underlying causes of, Israeli demographic patterns. Among the most noteworthy results of these analyses was the finding that initially large differences in Jewish fertility levels between ethnic groups in the 1960s and 1970s narrowed considerably over the course of the following two decades, and were replaced by widening gaps in fertility along degrees of religious observance. Generally, these Israeli-focused studies were seen as important test-cases for more general theoretical debates in demography, giving them

considerable weight and influence in mainstream demographic journals and scientific discourse. In particular, Israeli demographic studies on the assimilation of immigrant groups according to fertility behavior have been widely noted, as have studies on the demographic behavior of Israel's minority ethnic/religious Arab population.

The second classical substantive area of investigation has been in the field of historical demography. Israeli demographers have been actively engaged in a range of studies on the historical demography of European societies. This includes both a number of studies on demographic transition in England, Wales and Holland, as well as a number of methodological innovations that have proven influential in this literature.

More recently, Hebrew University demographers have also begun to focus on less-developed countries, particularly sub-Saharan Africa. Recent papers published by Department members include a series of studies using data collected from Kenya, Malawi and the Ivory Coast examining the demographic consequences (fertility, mortality, migration) associated with variation in economic transfers (private and public; monetary and in-kind) and variation in types of social networks. In addition, the Department's demographers are at the forefront of disciplinary controversy about measurement in terms of data collection and post-collection analytic procedures.

### **Merging with Sociology and Anthropology**

The merger with the Department of Sociology and Anthropology has been very successful on the administrative and interpersonal level, as the Department now offers a wider range of courses and the quantitative component of research and teaching has been reinforced.

One step at the departmental level that would help further enhance the incorporation of the Demography group would be the recruitment of additional research faculty in the following key areas, which are related to and complementary to the study of population: social stratification, labor markets, sociology of the family, race and ethnic studies, and third-world development and methodology. Strengthening the Department in these areas would permit us to offer BA courses that would round out current offerings and serve as bridges between Demography and other courses.

Unfortunately, the merger seems to have resulted in a negative consequence, the decline in the number of students entering the demography MA program.

The MA program in Population Studies was never very large, but cohorts ranged between 3-7 students – not atypical for population programs in the US. Since the merger, however, the number of students has dropped. We have made efforts to raise the number, including increased advertising and the incorporation of more BA-level demography courses. In 2006-07, for example, the Department began requiring all first-year BA students to take a semester-long Introduction to Demography course. We hope that the enhancement of BA-level courses in particular will go far in expanding incoming cohort sizes. It is still too early to measure success. In addition, demographers are helping broaden the range of seminar courses for advanced undergraduates by providing courses in which quantitative analysis is used and linked to more substantive questions of interest to both demographers and sociologists.

On a related point, at the undergraduate level, we think the Department's teaching program needs to emphasize courses with an analytic approach to understanding a broad set of social problems and questions of social organization. Cumulatively, all these actions have the potential to help halt the decline in the number of demography students. However, the effect is not likely to be immediate and some patience is needed before we can expect to see the fruits of these efforts.

### **3.1.2 Mission Statement**

The Department strives to be the leading research program in Israel, and we see research and theoretical innovation in global and local areas as our prime mission. We thus support our faculty on every research front and invest great effort in guiding our MA and PhD students toward excellence in research. We encourage faculty to engage in broad studies – with quantitative or qualitative methodologies both in Israel and overseas, and we seek to increase collaboration with scientists across the Israeli academic community. A global presence was always important to our Department, and we warmly confirm that mission through visits to leading universities and through collaborative relations with preeminent academic centers and associations.

In choosing the mottos for this report, we seek to underscore the multiplex vision of the professoriate. As Gardner and Boyer argued years ago – and as many university presidents still do today – academia should celebrate the varied merits of scholars. We too are confident that investing in teaching – and especially in graduate education – is a central priority. We also believe that those who wish to excel in service and administrative roles need to be applauded for their contributions, and that our faculty members need to be appreciated for public service outside the ivory tower.

As Ohio State University President Gordon Gee recently noted, there are multiple paths for salvation in academe. In seeking to broaden the criteria for promotion at his university, he called for the practical implementation of the abovementioned vision. This, indeed, has become a central theme in higher education worldwide.

In this report we go beyond rhetorical proclamations by providing hard data to assess the extent to which such vision may translate such mission statements into operative strategic planning in our own Department.



## 3.2 Program of Study

### 3.2.1 Program Components

The Department of Sociology and Anthropology at HUJI is home to four distinct intellectual traditions, perhaps even five: Sociology, Anthropology, Organization Studies, Demography and possibly Cultural Studies as well, a program recently added to the Faculty of Social Sciences with course that we teach. The Department maintains an integrative BA program in Sociology and Anthropology; the graduate program allows students to specialize in any of the four tracks.

Our teaching takes place solely on the Mount Scopus campus, with no subsidiary sites.

### 3.2.2 Program Structure

The tables below present required courses in our BA and MA programs. Our records indicate that, over the years, we have reduced elective courses for students, from almost 30% of the program to less about half that share. The mandatory institution-wide BA program of cross-Faculty electives (the Cornerstone Program) does provide students with some enrichment in topics of interest. But the severe toll in shrinking enrollment (and fewer external teachers) has pushed us away from specialization and toward more common core academic offerings at the undergraduate level.

#### The Undergraduate Program

<b>BA – 1st Year Required Courses</b>	<b>Credits (hours)</b>
- Introduction to Sociology	- 6
- Introduction to Anthropology	- 6
- Statistics	- 5
- Introduction to Demography	- 2
- Elective	- 2
Total required	21
<b>BA – 2nd Year Required Courses</b>	<b>Credits</b>
- Quantitative Methods	- 3
- Qualitative Methods	- 3
- Sociological Theory	- 6
- Academic Skills (reading, research)	- 2
	14

Total required	
<b>BA – 3rd Year Required Courses</b>	<b>Credits</b>
- Society in Israel	- 4
- Empirical Research Seminar	- 8
- 2nd and 3rd year Electives	- 9
- Cornerstone Program	- 4
Total Credits	60

### The MA program

Students can choose either the thesis track or the non-thesis track in which case they must complete an additional eight credits.

A.	<b>Sociology, Anthropology, Demography (minor differences)</b>	<b>Credits</b>
1.	<b>Compulsory Theoretical and Methodological Courses:</b>	
	Readings in Sociological Thinking	2
	Readings in Anthropological Thinking	2
	Advanced Research methods in Sociology	2
	Qualitative Research Methods for MA I	2
2.	<b>Compulsory Selection of One of the Following:</b>	
	Advanced Methods in Sociology I	2
	Advanced Methods in Sociology II	2
3.	Instruction in Thesis Writing	4
4.	MA Students' Forum	2
5.	Seminar: Empirical Research	4
		Total: 20
		Total with electives: 34

C.	<b>Organizational Studies</b>	
1.	<b>Compulsory Theoretical And Methodological Courses:</b> Organizational Theories I + II Readings in Sociological Thinking <i>Or</i> Readings in Anthropological Thinking Advanced Research Methods in Sociology Qualitative Research Methods for MA I	4 2 2 2
2.	<b>Compulsory Selection of One of the Following Courses:</b> Advanced Methods in Sociology Qualitative Research Methods for MA I	2 2
3.	Instruction in Thesis Writing	4
4.	Diagnosis, Evaluation and Organizational Intervention	8
5.	Additional Elective Course from Offered List	4
6.	MA Students' Forum.	2
7.	Seminar: Empirical Research	4
		Total: 32 Total with electives: 36

### **3.2.3 Responsibility for the Program**

The program is maintained at a “steady state” by the Department chair, who is responsible for ensuring that required courses are covered by our faculty and for hiring external teachers. Any change in the program – e.g., credits, the requirement/elective balance, or the introduction of a new track – is deliberated by all faculty members. In the past few years, for example, we discussed introduction of the “direct MA” track, easing transition requirements between the first and second year, and the framework of the graduate program (the major reform of the past five years).

### **Reform of the MA program**

In 2008 we began a restructuring of the MA program, devoting a series of Departmental meetings to discussions of the program’s weaknesses (a similar consideration of the BA level was postponed to the 2010-11 academic year). Our first finding was that our program was significantly longer than all other sociology and anthropology MA programs at Israeli universities, requiring students to study at least three years. Second, it became apparent that our program was scattered over five weekdays, making it difficult for older students with young families.

The consequent reform of our MA program comprised three components. We based the first on an organizational innovation, creating a direct MA track (perhaps the first on our campus) alongside the regular MA program. This track is intended for outstanding BA students who make a commitment to complete a joint BA and MA program in four years of study plus a possible additional year to complete a thesis. Ten students enrolled during the first two years of the track; in 2011, when the first cohort enters the MA section, they will all be employed as teaching assistants.

The second and third components constituted simple program restructurings. Required credits were reduced from 40 to 34 (thesis track) and from 52 to 40 (non-thesis track). We also aggregated MA classes into two weekdays, enabling students to study and work part time.

### **3.2.4 Monitoring the Program**

The chairperson of the Department is responsible for monitoring the program and for ensuring that there enough available courses to allow students to graduate on time. During registration, course enrollment is assessed daily, and in some cases teachers are asked to change their courses to enable more

reasonable enrollment. Until 2010, a course was cancelled unless 5-7 students enrolled; as of next year, the administration has set the minimum at 10 students. The Department chair has the authority to ensure compliance with this regulation, exercising all due sensitivity in the process.

### **3.2.5 External Units**

No external body is involved in our program, which operates solely pursuant to the directives of the Faculty of Social Sciences and HUJI's general regulations.

### **3.2.6 Future Development**

Our major aims for the coming three years are: (a) to consolidate the anthropology program and guarantee at least five faculty members in the track, which will require recruitment of two more anthropologists; (b) to re-evaluate our organizational studies program to guarantee its prominence among other such programs in Israel. In keeping with HUJI's research orientation and our own efforts, we aim to strengthen the element of research and emphasize the track's distinction in comparison with the more practice-oriented programs; (c) on the BA level, to make more electives available (from 9 to 13 credits at least) and to reorganize course allocations so that leading faculty members teach during the first two years of the BA program.

### **3.2.7. Strengths and Weaknesses**

We believe that our undergraduate program provides an excellent basis for further studies in Israel and abroad. Our disciplinary emphasis and training in both research and theory allow our outstanding students to excel in top universities – for example, Chicago, Yale, Harvard, and Berkeley. We also believe that by offering exceptional students the possibility of a faster track toward their degree, we send a clear message encouraging excellence and advocating a career in research.

### 3.3 Teaching, Learning and Outcomes

#### Mission statement

**BA:** As our undergraduate students learn the building blocks of “sociological knowledge” and the unique perspective of anthropology, they begin to develop critical thinking about social phenomenon, processes and mechanisms that constitute identity, otherness, inequality, and solidarity. Although this is an early stage in their studies, we try to teach sociological and anthropological theories in their historical context and within a comparative paradigm. In addition, within our various research seminars students conduct small-scale research in sociology or anthropology, implementing appropriate research methods as used in demography, sociology and anthropology.

**MA:** The MA program sets our students on a specialization track. Beyond further developing the foundations of the sociological and anthropological knowledge and perspectives obtained in the undergraduate program, MA students are expected to broaden their independent scholarship. We encourage them to develop more sophisticated theoretical and methodological tools and a more reflexive understanding of sociological, organizational and anthropological theories. Research students engage in a focused research project that includes a theoretical synthesis of a specific field and thought through original empirical research. Theses are closely supervised from the initial stages, through implementation, interpretation and analysis of findings, and up to the final writing stages, with the aim of publishing in appropriate academic journals. Non-thesis track MA students focus on specific fields taught in our various programs. We emphasize critical thinking and offer some guidance in research-based interventions in a field of their choice.

**PhD:** PhD students are expected to implement the comprehensive sociological and anthropological knowledge obtained in their undergraduate and graduate studies, while expanding and using this knowledge to develop original research inquiries relevant to the international sociology, demography, organization-studies or anthropology communities. While closely supervised, students are encouraged to show independence and critical skills throughout their doctorate, starting in the early stages of developing their research questions and in collecting and analyzing a significant corpus of data. Students are expected to frame their research project within an innovative theoretical argument and present it in written form on a high academic level. Research students are also required to present their main findings in both local and international conferences and, most importantly, are expected to write a dissertation that can become a book or series of articles published in a leading international academic forum in their field.

In all three degrees, and particularly on the graduate level, we help students nurture intellectual passion and creativity in their academic work. We help them to use their sociological and anthropological imagination to become involved in, and curious about, Israeli society. We believe in social involvement that is based on critical research of societies and cultures in general and of local and specific fields in particular. Many students choose research questions with personal import and which in turn are related to the broader questions that challenge Israeli society at present.

### 3.3.1 Course Evaluation Policy

The Hebrew University engages in routine student evaluation of every course with more than 6 students. Three years ago, this evaluation moved from paper-based surveys to internet-based ones. Although some faculty members believe the new format allows students to grade them without attending their classes, pilot assessments have found no significant changes in overall ratings. Course evaluation forms are sent two weeks before classes end, prior to exam periods.

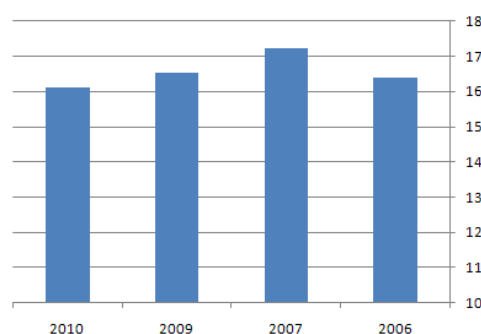
Course assessments are provided to all teachers and teaching assistants up to two months after the class has ended; the Department chair receives a summary report for the entire teaching team. There are no institutional directives concerning course assessments. During the past three years, our Department chair has invited teachers with low course evaluations for discreet discussions; in one case, an entire course team (professor plus teaching assistants) was called in to discuss strategies for course improvement. On the other hand, we announce the top 10 courses on our website, publicly honoring excellence, including by announcements to our mail distribution groups.

We conduct an annual preparation seminar for teaching assistants and, on a voluntary basis, for faculty members as well. Our BA advisor and doctoral student, Talia Sagiv, conducts a half-day session of simulations and discussions on major challenges in class. Feedback has been very positive and we hope to offer the workshop twice annually.

### 3.3.2 Course Evaluation Summary Statistics

Students' course assessment scores range on a low-to-high scale of 1-20. Previous studies of such scores in the Faculty of Social Sciences have shown an approximate average of 16, with minor fluctuations between departments or years.

The results of the last four years assessed (excluding 2008, when no evaluations were made because of the faculty strike that year) conformed to the average of 16, with minor variations as shown here.



Between-group analyses show no gender differences in course assessments; a consistent advantage for full professors (more than one point); and no consistent difference for country of PhD. Overall, these findings suggest that (a) there are no biases for or against specific sub-groups; (b) full professors generate the highest student satisfaction and should be encouraged to teach the largest courses. Moreover, when course assessment scores are standardized by the number of students, the results for the last two years show some large courses with low scores, suggesting that staff reallocation should be considered.

Further analyses show that there are no consistent differences in course assessment by course format – regular classes, seminars, and *practicum* are all evaluated around the same mean. On the other hand, in the past two years, following our emphasis on the MA level, our MA courses have scored higher than the BA courses. We need to improve our BA assessment scores – and this year's data have suggested that a reform of the undergraduate program might raise BA course assessments. A major effort should be made in respect of required courses, which were rated lower than electives (15.80 versus 16.89, respectively). Full-year courses seem to have an advantage over semester courses (17.11 compared with 16.25).

Overall, these and other results show that course assessments for the Department are somewhat higher than for other departments in the Faculty, and that there are few biases or problem areas. When there is a problem in a specific course, we address it directly (e.g., consultation with the professor and teaching assistants). Consultations and discussions encouraging support for faculty improvement are held each semester, immediately after assessment results are distributed.

### **3.3.3 Technology in the Service of Teaching**

Over the past decade HUJI has become a technology-literate institution. Faculty members administer their courses – to varying degrees – through an LMS called “HighLearn.” Many classrooms are equipped with “smart” teacher tables with DVD/VCR and computers linked to the internet, allowing faculty members flexible use of a variety of sources and media. Our library maintains a well-stocked media center, which two of our Department's professors (Ben-Yehudah, Yair) use avidly. Our faculty members, including teaching assistants, use the media in all classes and sessions.



### 3.3.4 Learning Outcomes

#### 3.3.4.1 Examinations and Papers

The Department has no fixed grading guidelines. We have no norm-referencing, and each professor is free to attach specific weight to course assignments – readings, papers presented in class, exams, and final exams – which can be adjusted from year to year, to add “bonus assignments,” and to “factor” grades when exams prove too difficult. Only rarely is the Department chair called on to intervene in issues concerning grading; such intervention is done discreetly and in compliance with the course requirements as stated in the syllabus.

Our trust in faculty members could have resulted in grade inflation, but several checks have shown this not to be the case. As the following table suggests, BA and MA degree averages are fixed around 86 and 89, respectively. A decade-long table adapted from a recent study by economist Michael Binstock (draft) confirms that there the Department has no grade inflation.

**Table 11 Average Grades**

		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Communications	A	85.8	87.6	88.7	86.3	87.7	86.5	87.6	86.9	88.1	
	B	85.2	88.9	89.1	85.3	87.6	87.6	88.0	86.8	88.8	
	C						89.0	88.1	87.8	87.9	88.2
Economics	A	77.2	80.0	79.2	79.4	77.5	77.3	77.5	77.3	79.4	
	B	81.9	81.2	82.7	82.5	82.4	81.3	82.0	82.4	83.0	
	C						84.1	84.7	84.3	84.5	84.5
Geography	A	84.1	85.4	85.6	84.9	84.7	83.8	84.5	85.2	85.9	
	B	85.4	85.8	86.8	87.1	86.2	84.4	86.6	86.9	87.4	
	C						85.9	85.5	83.4	85.1	85.7
International Relations	A	86.5	85.4	85.0	84.5	83.1	82.8	82.9	83.4	83.7	
	B	86.4	84.6	82.7	82.9	82.4	83.4	83.6	84.4	85.1	
	C						85.1	85.5	84.9	85.0	85.5
Political Science	A	79.9	79.0	80.6	81.4	82.8	83.3	83.1	84.0	83.9	
	B	81.8	83.6	84.4	85.1	86.9	86.3	86.7	87.1	86.5	
	C						84.1	84.4	84.7	85.1	85.1
Psychology	A	88.5	88.5	88.7	88.7	88.0	88.7	88.6	88.7	89.4	
	B	89.6	90.6	90.8	90.2	90.2	90.9	91.2	91.6	91.5	
	C						90.5	89.8	90.6	90.0	90.5
Sociology	A	80.7	78.3	80.5	80.2	79.1	80.8	82.0	81.6	81.2	
	B	82.4	79.8	83.4	81.6	81.8	83.2	83.2	84.3	84.7	
	C						84.3	85.5	86.5	86.3	86.9
Statistics	A	77.8	81.8	80.8	79.7	80.0	80.3	76.3	78.3	78.8	
	B	80.3	83.3	80.2	79.0	79.7	79.9	77.1	76.9	79.8	
	C						82.6	82.7	83.8	83.1	81.7

A: average course grade weighted by the number of students in the course. B: simple average course grade. C: average final course grade. I am grateful to Benny Yakir for the data on A and B. Source: Department of Student Administration.

### 3.3.4.2 Papers and Theses

Students are required to write 25-page papers for research seminars and 15-page papers for regular seminars. Professors are expected to provide students with detailed comments on their papers, but there is no administrative strategy to supervise actual practice. This is part of the Hebrew University's "organizational culture" of professorial autonomy.

Theses, on the other hand, are independently graded and constitute 25% of the overall MA grade. For the past four years, the average thesis grades were 92.4, 90.9, 91.8, and 92.1 – again pointing to stability in terms of grading practices.

### 3.3.4.3 Awards for Excellence

Each year the Faculty of Social Sciences defines student "excellence ratios" and provides those selected with either symbolic recognition or scholarships. The following table shows the number of excellent students (by two criteria). As the table suggests, there are no meaningful trends in the number of students elected as *cum laude* or *summa cum laude*. In the past five years, four MA students received a merit scholarships (~\$6,000 a year). Top BA students are exempt from half their tuition (~\$2,000 a year).

**Number of Students Awarded with Excellence Prize**

Year/Degree	BA	BA	MA	MA
	cum laude	summa cum laude	cum laude	summa cum laude
2006	18	2	7	0
2007	36	4	5	1
2008	23	0	4	1
2009	32	3	5	1
2010	29	2	9	0

### 3.3.5 Summary Self Evaluation of the Program

Judging our own program – reading our syllabi, looking at grade distribution, considering course planning – we conclude that our BA and MA programs comply with high standards. Through different channels we present our students with opportunities to study the bases of our discipline as well as the latest discussions in theory and research. Some of our graduates join top American programs, and we are confident that we have provided them with methodological and theoretical training for a head start in the most competitive arenas.

What is lacking in our program, especially at the MA level, is an institutionalized and routinely direct PhD track like the one created for our undergraduates, which would send a clear message about our orientation toward research excellence. We are hampered by the absence of substantial resources for MA scholarships – indeed, some scholarship-endowed programs, such as German Studies, attract our best students. We want to expand our graduate program while increasing financial support for students, a serious challenge that we would like the administration to confront.

### 3.4 Students

#### 3.4.1. BA Admissions Criteria

Applicants to first year BA studies in all University departments must comply with the following criteria, selected to identify and admit applicants with the highest likelihood of academic success:

- Eligibility for secondary school matriculation (“*bagrut*”) certificate
- Psychometric exam
- English language skills – compliance with minimum University requirements (level 3 until 2009, and level 2 as of 2009)
- Hebrew language skills – compliance with minimum University requirements of Hebrew language knowledge for students who attended secondary school with a language of instruction other than Hebrew

#### 3.4.2. Admissions Procedures

- Based on a weighted average of the matriculation certificate and the psychometric exam. Candidates with the highest composite score are accepted in accordance with the number of available places.
- Additional prior studies: Records from pre-academic courses (“*Mechina*”) at HUJI or Tel Aviv University can replace the matriculation average in computing the weighted score. If a candidate has several academic records, the highest composite score is considered.
- “Direct acceptance”: Students may be admitted without computing both matriculation and psychometric scores. Applicants with high matriculation certificate averages may be accepted without requiring psychometric exam scores; applicants with high psychometric exam scores may be accepted without considering their matriculation average (provided they are indeed eligible for a matriculation certificate).
- International students must either (a) hold a secondary school completion certificate equivalent to an Israeli matriculation certificate, or (b) complete a university New Immigrant Preparation program (“*Olim Mechina*”), or (c) have completed academic studies in their country of origin. The final grade of the preparatory program at the Hebrew University’s Rothberg International School is computed together with the psychometric exam scores. Other university New Immigrant Preparation programs are accepted for equivalency purposes, but the final grade is not computed together with the psychometric

exam and the composite score of these preparatory program graduates is based solely on their psychometric exam scores.

- Applicants may apply to four departments in order of preference; selection is carried out according to this preference list. If an applicant has listed the Department of Sociology and Anthropology as the first choice and has been accepted, the next department on the list which can be studied in a double-major track together with our Department is considered. Other requests are not considered. If the candidate has not been accepted by his or her first preference, the second choice is considered, and so on. If a candidate's first preference has not yet decided on a candidate's admission, the candidate is considered for acceptance by his or her second choice. If the candidate is accepted by the department of second choice and subsequently also accepted by his or her first choice, admission to the second-choice department is cancelled (unless a double-major is possible), and so forth. Thus some candidates admitted to our Department at an early stage later cancel their registration after admission into a department which they have listed as a higher preference.
- An applicant whose scores are insufficient for acceptance by regular admissions standards and who has additional relevant scores may appeal to the Appeals Committee.

### **Affirmative action**

- Since 2001 HUJI has implemented an affirmative action policy for all academic departments, including Sociology.
- Department applicants who are suitable for advancement on the basis of the criteria of the Association for the Advancement of Education can be admitted on the basis of a composite score slightly lower than the Department's usual standards, according to the number of places so allocated.

### **Admitting disabled applicants**

Candidates with physical and learning-related disadvantages (vision or hearing impairment, dyslexia and other learning disabilities) are entitled to special accommodations on the psychometric exam, according to their condition. If they do not qualify for regular admissions, they may appeal to the Appeals Committee of the Student Authority.

### **Identifying and encouraging academic excellence**

Newly enrolled first-year BA students with exceptional acceptance scores are eligible for a merit scholarship from the Faculty of Social Sciences. Eligible students are identified during the admissions process. In certain years double-major students were eligible for a 50% exemption from annual tuition; if they were also eligible for a scholarship from their second department, they received full exemption. As of 2007, eligibility for the Faculty's award for excellence in a single department completely exempts a student from annual tuition. In addition, as of 2008 a select number of first-year students in the Department with exceptional acceptance scores receive a Departmental award for excellence that exempts them from 50% of annual tuition. All these awards require students to be enrolled in a full course schedule.

### **Student academic achievement and admissions scores**

The Selection and Assessment Department regularly reviews the procedure of candidate selection for different academic disciplines. The connection between different admissions criteria and student academic achievement (failure, success, grade average) is checked, as is the relative weight of every component grade, in order to improve predictive ability for academic achievement. The analyses are carried out over a number of years in order to ensure statistical validity. They are then presented to a professional committee which includes experts in psychology, statistics and education. According to the results of the analysis, the committee recommends whether or not to modify a specific acceptance procedures, and if so, how. This recommendation is then discussed with the division in question, and a joint decision is made regarding the modification.

The following tables present the data for the past five years. The number of BA applicants to Sociology and Anthropology declined dramatically in 2008-09, our crisis years, with as much as one-third of the cohort lost. Nevertheless, admissions rates remain almost steady at about 60% of the applicants. With mild fluctuations, those finally enrolling into our Department constitute 45% of those accepted (less than 30% of those applying – averaging 27%).

**Application, Acceptance and Enrollment Statistics, by Degree and Year**

Degree	Group	Graduating Class				
		2009	2008	2007	2006	2005
BA	Applicants	550	669	816	819	807
	Accepted*	329	378	481	499	481
	Enrolled	155	153	206	260	217
MA	Applicants	90	116	126	131	124
	Accepted*	48	37	45	53	51
	Enrolled	26	24	29	35	32

\*Includes applicants whose acceptance to the Department was cancelled after their acceptance to a department with a higher priority level.

These data suggest that our future policy should be directed at (a) increasing the pool of applicants and (b) investing considerable effort in convincing applicants to commit to our program.

The data for MA studies are a bit different. Acceptance rates (averaging 40%) are much lower than the corresponding BA rate (60%). Of those accepted, about 60% actually enroll in our program, producing a very similar enrollment-versus-application ratio: 25%. In contrast to the BA program, however, it is notable that the pool of candidates will increase over the coming years, as the percentage of those actually enrolling is much higher. Our reform of the MA program should be assessed in those terms.

Taken together, these data suggest that our position within the higher education market is better in the graduate than in the undergraduate program. Although the Hebrew University is the highest-ranked institute of higher education in Israel (72nd in the world, and the only one in the top 100), undergraduate students have complex preferences when choosing their BA studies. If they apply to sociology and anthropology programs at other universities, they do not weigh that institute's academic excellence as their only – or even top –

consideration. Thus our undergraduate program should publish more information on student life and campus life in Jerusalem, as 45% enrollment could be improved. There are some indications that, with the cooperation of the Jerusalem Municipality, the administration has taken steps in this direction.

Our market share at the MA level is better, but here, too, there is room for improvement. Most applicants to our program eventually enroll, preferring our excellence over more socially centered campuses. Since applicants enroll elsewhere as well – as most students do – the 62% commitment rate testifies to our positive academic status. Over the past 2 years we have invested considerable effort in increasing our market share by reforming the program and making it more competitive.

Acceptance to our undergraduate program is administered externally with no control on our part. The Rector and the Student Admissions Office determine our incoming cohort size and the psychometric quality of our students. The following table provides the data on incoming cohorts of the past five years. Notwithstanding the declining pool of applicants, the table suggests that the quality of our incoming cohorts – measured by matriculation and psychometric exam scores – is on the rise. The matriculation results have shot up by a significant half of a standard deviation, from 9.94 to 10.19. The corresponding figure for the psychometric exam is a 10-point rise, a sixth of a standard deviation. This suggests that for the past five years, our incoming student body has retained and even improved its academic competence.



**Acceptance Scores of First-Year BA Students, by Year**

Group	Acceptance Criterion	Statistic	Year				
			2009	2008	2007	2006	2005
Accepted	Matriculation	Average	10.19	10.18	10.06	10.04	9.94
		Standard Deviation	0.61	0.55	0.54	0.58	0.58
		Number	283	327	413	422	404
	Psychometric	Average	620.1	615.0	616.8	613.1	609.2
		Standard Deviation	69.4	70.1	66.3	68.8	67.5
		Number	310	364	459	474	457
Enrolled	Matriculation	Average	10.12	10.16	9.98	9.93	9.85
		Standard Deviation	0.61	0.55	0.54	0.6	0.59
		Number	133	132	174	202	180
	Psychometric	Average	608.4	606.3	607.7	610.2	598.2
		Standard Deviation	72.3	71.4	67.6	70.4	68.6
		Number	142	151	196	240	207

**Notes:**

1. Not all data are available for all students. Some students without psychometric scores were accepted directly, based on a matriculation average of over 10.0. Some students were accepted without matriculation averages, and some students were international students accepted on the basis of their psychometric scores or international equivalents.
2. Matriculation averages are computed for all students, including those admitted on the basis of a score composed of pre-academic studies (“*Mechina*”) final grades and psychometric exam scores.

## **PhD acceptance policy**

As part of the Hebrew University program changes for PhD students, our Department implemented some major modifications in 2010. The Department of Sociology and Anthropology is one of the most popular in the University with one of the largest PhD programs in the Faculty (constituting 25% of all PhD students). We were the first program to fully adopt HUJI's recommendations and implemented a PhD committee to assess each PhD candidate on the basis of academic record and merit. Every applicant is asked to submit his or her final grades (BA+MA), the final MA thesis and thesis evaluations, letters of recommendation, and a letter of commitment from one of our professors willing to provide dissertation supervision. The committee ensures that the most outstanding students join our Department. Students from other disciplines are required to complete preliminary studies in sociology and anthropology; the committee helps decide and organize each student's program according to his or her research needs. As part of these changes, and in light of the increasing numbers of students (46 in 2010), we would also like to institute a special PhD seminar at a separate session within our Department seminar where the most exceptional students awarded prizes of excellence can present their studies.

### **3.4.3 Graduation Criteria**

To complete the first year of BA studies, the students are required to pass four of the five courses with a grade of at least 55 and an overall average of 70. Students are awarded a BA with 120 credits for all courses passed (60 of them in sociology and anthropology) with a minimum grade of 60. The same grade requirements apply to the MA degree.

### **3.4.4 Dropout Rates**

HUJI does not routinely supply departments with data on dropout rates, nor do raw year-to-year figures explain why students drop out. Some use admission to our Department a springboard for a different program (social work, for example); some leave the Hebrew University for non-academic reasons. As a baseline, however, we estimate a 20% dropout rate after the first year of studies and assume that Tinto's model of college dropout – following Durkheim's integration thesis – reflects a major problem (a sense of alienation during the first year). Over the past two years, we have experienced a larger ratio (up to one-third of the cohort dropped out after the first year). In response, we recruited a new BA advisor who is eager to meet our first-year students and

provide them with a more intimate experience. We try to encourage first-year students to take part in student activities that the Department supports (in the past this has included public lectures and films).

### **3.4.5 Student Employment**

Our Department members have always tried to include students in their research projects. However, we can employ students as research assistants only if faculty members obtain research funding from external sources. The Department's budget is totally devoted to teaching and has no budget line for research employment, and funding from the Social Science Faculty's Shaine Center for Research in Social Sciences and Levi Eshkol Institute for Social, Economic and Political Research in Israel is limited to small amounts awarded mainly to students for their own research projects. Two factors limit the number of students we employ on faculty research projects: the first is a humanities-led tradition that places little value on competition for grants for student participation in research; the second is the limited availability of funding for social research. In fact, there is really only one main competitive grantee in Israel, the Israeli Science Foundation, and it issues only one call a year, with a nine-month gap between submission and results.

Bearing these restrictions in mind, in the past two years 11 faculty members (about half the active team) have employed 22 students in their research projects (see table below). Of them, 30% are BA students, 52% are MA students, and 18% are doctoral students. Overall, these are reasonable numbers, but we hope that an enhanced norm of competitive grants will result in greater resources and will augment our ability to employ students. We see this as an important objective, as we believe that students actively engaged in research projects become more committed to their studies and continue to MA theses and PhD dissertations – the major mechanism for cultivating students' independent research.

Student Name	Degree	Start Year	End Year
Marina Amusin	M.A	2009	2009
Shirley Dorfsman	B.A	2009	2009
Amit Lazarus	M.A	2010	Unknown
Avishay Zuberi	M.A	2009	2009
Avital Manor	M.A	2009	2010
Daniel Gatushkin	M.A	2009	2010
Erez Magor	M.A	2010	Unknown
Esther Amon	B.A	2010	2010
Hila Cohen-Nissan	PhD	2009	2010
Kadja Falscheer	B.A	2010	2010
Lia Teragin	M.A	2009	2010
Maayan Angel	PhD	2009	2010
Nibal Elgezayer	B.A	2009	2009
Nirit Toda	M.A	2009	2010
Noa Berger	B.A	2009	2009
Noga Kedar	B.A	2010	Unknown
Rotem Nachum	M.A	2009	2010
Shani Mendel	B.A	2010	2010
Shlomit Kagya	M.A	2009	2010
Smadar Shavit	PhD	2009	2010
Yaron Girsh	PhD	2010	Unknown
Yehoshafat Schellekens	M.A	2010	Unknown

### 3.4.6 Student Counseling

The BA advisor has a threefold function, administrative, personal, and professional. In the first role the advisor interacts with first-year students on issues concerning their course of study and academic requirements. The advisor's second role is to provide students alienated by the impersonality of the university system with a name and a face; students are repeatedly encouraged to discuss all subjects and issues whatsoever with the advisor. The third role is particularly geared to second- and third-year students, with whom the advisor discusses administrative aspects of their BA studies and also assists and guides them in areas relevant to the future. These include introducing students to the options for advanced academic degrees in the Department, as well as professional possibilities outside the University.

Our MA students are a mixed and diverse group of graduates from our Department plus newcomers. Students interested in pursuing a career in research study alongside others looking at the non-academic market. Our MA

advisor offers each student the support he or she needs, finding the right courses and matching students with potential advisors, helping new students find their academic way within the Department, and finding creative solutions for those seeking to pursue their studies in a less traditional way (combining Sociology with other disciplines, taking faster or slower tracks, etc.). The role of the MA advisor is to assist the Department obtain the best students we can and help them make the most of their studies with us.

### **3.4.7 Handling Student Complaints**

The Department chair is charged with hearing student complaints and ensuring that they are concluded in a timely and efficient manner. Complaints reach the Department chair via the secretaries or the BA advisor, with both of whom the chair consults to reach solutions. Theoretically, that is. Practically, however, there are two issues that generate complaints: Getting into courses at the beginning of the academic year, and getting grades on time or in a fair way at the end of the year. The first is a bottleneck that is dealt by opening more slots in specific courses to accommodate student requests; the second is a more sensitive issue that requires a balanced approach to obtain resolution without imposing on faculty (e.g., using “factoring” to change grade distributions, etc.).

### **3.4.8 Student Fellowships**

Until four years ago the Department allocated fellowships for PhD and MA students. Decreasing budgets terminated this practice (which might have affected enrollment as well). Currently, the only Department-led fellowship program, operated by the Shaine Center for Research in Social Sciences, is an annual competitive framework that allocates small grants on the basis of submitted proposals and advisor recommendations. In the past year 10 MA and 10 PhD students received respective grants of \$800 and \$1,850.

In addition, the University Rector and the Faculty of Social Sciences provide fellowships for excellence to a small group of students; the Department takes no part in these grants. In contrast, the campus-wide program of excellence for PhD students requires the Department to provide 50% of the fellowship. Two such fellowships on a steady basis constitute a considerable factor in our budget (some 8%, varying annually).

The Department also has access to a post-doc fellowship program through the Ginsburg Foundation (used to be a \$20,000 annual budget, but last year we only got 35% of that sum). We usually support two fellows and, in past years,

also received three other fellowships through the Lady Davis Foundation, which unfortunately provided none last year.

Finally, in the Department's annual competitive program for MA theses writers, the winners are awarded a sum of up to \$1,000 (the Kahane Prize or the Talmon Prize, graciously provided in memory of former faculty members by their families). This year we awarded \$25,000 to one post-doctoral and one doctoral student from a donation in memory of the late Professor Brenda Danet.

### **3.4.9 Student Integration in the Labor Market – Policy or Information?**

Israeli universities are detached from the labor market; there are no employer-university forums; there are no institutionalized surveys of post-graduate integration into the labor market; and, with very few exceptions, there are no fully operational alumni programs. Our own Department maintains no record of students' whereabouts once they finish their studies, and the few connections that we do maintain are based on faculty member's personal relations with former students.

To counter this institutional apathy, last year we supported our graduate students in launching a "Linked-In" graduates group, which numbered 60 in November 2010. Together with the informal connections we do maintain, this allows us to invite graduates to speak with our present cohort but, unfortunately, in an improvised and unrepresentative manner. Thanks to this report, and having learned about practices elsewhere, we hope to design a follow-up questionnaire to send to our BA and MA graduates and hope to have results by the time the committee visits us at the University.

### **3.4.10 Summary Comments**

The major weaknesses of our programs can be traced to declining budgets. We are currently much more restricted in employing students as research assistants and teaching assistants than we were until five years ago. This situation trickles down and has resulted in reduced "contact hours" with undergraduates and fewer resources to solidify commitment for further studies, eventually reducing our ability to generate and support research on wider scale. If there is one factor that can help us to reclaim our past concentration on research, it is funding. We have therefore made it our priority to invest ever-increasing efforts to increasing our research budget, not least by broadening the resources that can support our proposals.

In terms of students – our own assessment converges with the reported data: We have very good students, and we are very enthusiastic about working with the best of them. The apparent success of our direct MA initiative is gratifying, and we will try to expand such routes for excellent students.

Another area of concern – with significant budgetary consequences – is the high dropout rate after the first year of studies. We need to reduce this rate by reforming our undergraduate program. Some minor changes have already been implemented this year, and we hope that we have begun rectifying what needs to be rectified.

### **3.5 Teaching Staff**

#### **3.5.1.1 Faculty Profiles**

Our faculty members come from leading institutions and, as the data in other sections of this report indicate, they maintain their ties to these institutions throughout their careers. Notwithstanding some variance among the Israeli universities, members of the teaching staff must have completed PhD or post-doc studies at a leading institute, a principle clearly adhered to at the Hebrew University. As the table below shows, six members of the staff (28%) completed their PhDs at one of the ten leading institutions, nine (42%) at one of the 20 top universities, 20 institute; and 16 (76%) at one of the 100 leading schools. This is a standard we aim to maintain and, if possible, to improve.

Furthermore, available data indicate that 12 of our 21 faculty members pursued post-doctoral studies (an increasing phenomenon in recent years), half of them in Israel. In general, those who went on for post-doctoral studies in Israel did so after graduating from an American school, and those who completed their dissertations in Israel went abroad for post-doctoral training. Interestingly, one-third of our faculty did post-doctoral work in schools ranked among the top 10 (Harvard, Berkeley, Chicago, Cambridge), suggesting that our Department's recruitment policy prioritizes preparation and research experience in elite frameworks.

Nevertheless, a major issue in our deliberations over new appointments is the extent of "in-breeding": seven (33%) of our faculty members completed their PhDs in our Department. This pattern appears in leading institutes elsewhere, but it is of concern because it limits the scope of theoretical and research approaches, constricts networks, and may encourage unnecessary loyalties that could jeopardize objective assessments of excellence. The relatively mature age of Israeli PhD students, however, and the fact that many have young children limits their mobility. To lose the excellent among them – and there are indeed excellent students in our Department – could be counterproductive, which is why decisions are often made *ad hominem*.

#### **3.5.1.2 The Fourfold Intellectual Structure**

Members of the Department engage in research and teaching in sociology, anthropology, organization studies, and demography. The 2008 monitoring committee contended that weaving four distinct intellectual traditions into a single organizational unit and program of study was problematic. The report



suggested that we should seek a greater focus or coherent structure, possibly with fewer sub-disciplines. A splintered intellectual structure can be maintained in large departments, but ours, the committee believed, seemed too small to maintain decent graduate programs in all areas. In the wake of the report we discussed several alternatives of restructuring (closing down anthropology, moving organizational studies – and possibly demography as well – into a more practice-oriented department, such as statistics, for example). Our discussions, however, convinced us that such far-reaching reforms overlooked the relative merits of the four tracks and that it was too early to undertake any of them, if at all. Consequently, instead of eliminating one of our tracks we try to bolster the unique strengths each possesses.

**Size and organization:** In 2010 the Department consisted of 23 faculty members, 17 emeriti professors, 5 post-doctoral fellows, and 11 instructors and adjunct professors. 39% of the full-time faculty members are women. The Department's disciplinary focus is imbalanced: twelve sociologists, four anthropologists, four organization studies scholars, and three demographers. During the past year one faculty member retired and one new appointment is about to be made, marking a stable year overall (Eitan Wilf will replace Yoram Bilu in 2011). In 2010, eight of the 23 members were on sabbatical or temporary leave (34%)<sup>2</sup>, squeezing the program and effectively decreasing the availability of electives for BA students. There will be a slight improvement in 2011, although our collective teaching resources are still in overdraft (26% on sabbatical or other leave of absence). The expected steady rate of absences is 16%; the very high rates we are experiencing can be explained by the exceptional circumstances of the individuals on sabbaticals. We hope to return to the normal situation in the 2011-12 academic year.

Over the past two years, with the help of the administration, we have managed to halt the decline in the number of faculty and FTE positions, substituting new members for both natural and non-natural leaves. We compete for new faculty every year, at some times more successfully than at others.

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<sup>2</sup> Faculty members enjoy two months sabbatical period for every year of service.

The following table provides details on hiring and retirement during the past five years.

Year	# of Faculty	# FTE	New Hires	Retirees
2006	26	25.5	Aziza Khazzoom; Richard Sossis	Meira Weiss (misconduct); Zeev Rosenhek (not granted tenure); Luis Roniger (early retirement)
2007	24	24.5		Baruch Kimmerling (death); Victor Azarya (early retirement)
2008	22	22.5		Richard Sosis (leave after two years); Aaron Benavot (early retirement)
2009	23	23	Sigal Gooldin (1/2); Dena Freeman	Harvey Goldberg (retirement)
2010	23	22.5	Nabil Khattab; Josh Guetzkow (1/2)	Alex Weinreb (left after five years); Dena Freeman (quit after one year)
2011	23	22.5	Eitan Wilf	Yoram Bilu (retirement)

As the table above also shows, only three of the 11 faculty who left the Department in the past five years did so “naturally” (mandatory retirement age is 68); the other eight left for with different reasons. Two significant factors should be noted:

**(a) Early retirement**

The number of early retirees suggests that faculty members have “burned out,” that they prefer their own interests over long-term commitment to the Department. During the past few years a long-term pattern has persisted: Aaron Benavot, Luis Roniger, and Victor Azarya left their positions in the Department a decade and more ahead of time. Private communications suggest a background of negative administration decisions concerning their promotion, prompting them to leave the Department with some resentment (although Luis Roniger continues to advise students). Two of the three left before official retirement age, going on leave without pay before actually retiring). The above formal retirement data are thus a bit misleading, as the faculty members actually left three years earlier.

**(b) Overseas scholars leaving early**

Another alarming pattern – which coalesced with the above – is evident: non-Israeli-born faculty leaving after a few years, before becoming tenured. This happened four times in the past decade: Don Seeman (anthropology),

Richard Sosis (anthropology), Dena Freeman (anthropology), and Alex Weinreb (demography, anthropology). The pattern of holding a position for one-five years only casts doubts on our hiring criteria, as the “risks” in hiring non-Israeli scholars seems to be much greater than for Israeli scholars.

**Rank Levels:** Of the 23 members, three are now hold the rank of Lecturer, six are Senior Lecturers, nine are Associate Professors, and five Full Professors. One member is on a special appointment track (0.25 FTE).

### **3.5.1.3 Qualifications**

All HUJI faculty members hold PhDs and have spent a mandatory period of post-doctoral research in elite frameworks. As of 2008-09, all external teachers are required to have an approved PhD dissertation. Our own doctoral students may teach an elective course, but only after passing the appropriate research committee approval.

### **3.5.1.4 Maintaining Excellence**

The major mechanisms for ensuring excellence in faculty members are conference participation and sabbaticals (see the relevant sections below). Faculty are awarded annual budgets for maintaining academic networks through visits and conferences (\$5-8 thousand dollars, depending on rank); and every seven years they are granted a year’s leave of absence to visit a top department abroad. Invited guests also help maintain connections, but these visits cannot compensate for distance. Conferences and sabbaticals are the keys for networking with major academic institutes.

### **3.5.1.5 Recruitment, Tenure, Promotion**

New faculty members are hired after an annual call is [published](#). Candidates must submit three letters of reference, an academic biography or statement, and a complete CV. On the average, 15 candidates respond to the annual call. A committee comprising all associate and full professors then selects a short list – usually 6 applicants – for deliberations; these candidates are asked to submit at least three writing samples. The entire staff, including non-tenured faculty, participate in the deliberations, a process culminating with a Department-endorsed list (of one or more candidates) that is then discussed in a Faculty-wide committee. This committee can make 5-7 appointments a year, between ten programs. The candidates approved by the social sciences committee are

submitted to the HUJI's Rector and President for final decision on appointment. This quality assurance process begins in October and ends between March and May of the following year, with the actual appointment beginning in July (under special circumstances, the appointment can be postponed).

Faculty members are usually eligible for tenure six years after being appointed. A preliminary discussion on a lecturer's merit is held by the fourth year, signaling what would be required to secure tenure. Tenure decisions are based on evaluations of the candidate's CV, letters of recommendation from international experts, and an assessment of publications by an internal committee, including scholars from another university, and usually from the Faculty of Humanities; Department members have only a limited say in these decisions. If tenure is granted, notification is made by the Rector; it is the Dean who must notify candidates when their bid for tenure is denied.

In the University at present, promotion to the post of Associate Professor is by peer assessments (by a committee comprising scholars from another university and faculty). The final promotion, to Full Professor, follows the tenure process but puts much greater emphasis on "impact" (evaluated on the basis of citations) and letters of recommendation.

The Department chair appoints external teachers for a period of two years; extensions are possible under special circumstances. Candidates, who must hold a PhD, are appointed on the basis of thematic needs.

#### **3.5.1.6 Department Chair and Other Key Positions**

The Department chair is elected in a departmental vote after a search committee (comprising all active prior chairs) has held discussions with possible candidates. The term usually lasts three years.

The only requirement for chairing the Department is tenure; the chair can be anything from Senior Lecturer to Full Professor, although Associate Professor is the norm. Experience in Faculty committees is an advantage but not a requirement. Sociologically, the chair is in an ambivalent position, having to find the balance between the possibly competing interests of students, faculty members and the administration. In that sense the chair must be able to handle organizational tasks and needs interpersonal skills.

Professor Gad Yair will be Department chair until the summer of 2011. *Ex officio*, he also serves as director of the Shaine Center. Professor Michael Shalev is the director of the Levi Eshkol Institute. Dr. Michal Frenkel is the MA advisor, and Dr. Nurit Stadler is our PhD advisor. Our BA advisor, Talia Sagiv, is a doctoral student.

### **3.5.1.7 Full-Time Employment**

Faculty members at HUJI teach six hours a week or 12 yearly credits. This is true for joint appointments as well, although in those cases each department gets one-half the credits. The University requires its faculty to teach at both the undergraduate and the graduate programs, and in our Department this is adhered to with only two exceptions: one professor teaches only BA courses, another – only MA courses.

Our external teachers – 11 in the past two years – teach only one semester course, earning two credits each. More than two credits is permitted only in exceptional cases, when curriculum needs demand it or if funding is secured from third parties (see department policy below for the rationale for this restriction).

### **3.5.1.8 Student Counseling Requirements – see Research**

### **3.5.1.9 Future Recruitment**

The institutional context of HUJI's recruitment policy creates the context for our own annual competition for positions. There is no institutional program for specific departments, and even the Faculty of the Social Sciences is not involved in planning our future targets. Hence we attempt to recruit new faculty every year – and the more, the better. Our current long-term strategy is to increase the number of faculty in the anthropology and organizations tracks – both of which are student intensive – but given the institutional context, we also weigh excellence against the bureaucratic need to fill “slots” (what we have referred to as *ad hominem*). Our target for the coming two years is to bring the number of faculty back to 26 or 27 members, with a special emphasis on the above two tracks. We are also giving priority to recruiting a political sociologist.

### **3.5.2 Administrative Support Team**

The administrative staff comprises five people: the Department Coordinator (full time), two Secretaries (one half-time and one 7/8-time employee); one

Administrative Assistant for Student Affairs (full time), and one part-time student doing general office work.

**The Department Coordinator** oversees and is responsible for:

- General management of staff and secretarial services
- Preparation of the Department's course catalogue
- Preparation of each teacher's annual teaching schedule, taking into account their credit obligations in accordance with the Dean's regulations
- Overall responsibility for students affairs
- Management of the Department's budget, including external funds
- Carrying out purchasing from various Department budgets
- Representing the Department before Faculty and University authorities
- Management of the appointments of junior academic personnel and administrative staff
- Management of student and guest scholarships
- Monitoring construction projects in the Department
- Assisting the Department chair in Faculty recruitment by preparing and following up candidate files
- Coordination of the internal doctoral students committee

The responsibilities of the **Administrative Assistant for Students Affairs** include:

- Student reception hours
- Supplying information and guidance to BA and MA students on student affairs, the course catalogue and program
- Follow-up with BA and MA counselors on academic decisions
- Correspondence with prospective students
- Overall coordination of student exams
- Verifying prerequisites for courses
- Closing BA and MA degrees
- Supervising teacher and student implementation of their respective academic tasks

The responsibilities of the **Administrative Assistant for Academic Staff** (a position held by one of the two secretaries) include:

- Helping the Department's Coordinator provide assistance to faculty and adjunct teachers
- Accommodating Department visitors

- Administrative coordination of two Faculty centers (Ginsberg and Eshkol) and one Department center (Shaine), including budgeting and scholarships
- Administration of Department website
- Responsibility for operating computer lab used by graduate students

The (other) **Secretary** is in charge of:

- Providing administrative assistance to Department Coordinator on budgets
- Sole responsibility for operating the Lerner Fund, which belongs to Professor Emeritus S.N Eisenstadt
- Helping Department Coordinator organize various Department activities
- Liaison with maintenance and with internal and external purchasing bodies
- Assisting Departmental Coordinator with construction projects

The Administrative staff also includes a **part-time student** charged with general office duties, such as mail distribution, filing, and project assistance. The student's main responsibility is to provide student reception services: responding to basic questions in person and by phone, and referring students to appropriate service providers when more complicated issues arise. The student also serves as personal assistant to the Chair on certain matters.

In 2009-10 in the wake of deteriorating administrative service, the Department underwent an organizational assessment by an outside consultant, whose main recommendation was to put greater emphasis on relations with students. To this end we reallocated some of the administrative offices, placing the Administrative Assistant for Student Affairs in the main office and seating the student as a receptionist in the office nearest the entrance to the Department complex. The Administrative Assistant for Students Affairs now sits in the office next to the Department Coordinator, who addresses more problematic issues. The Administrative Assistant for Academic Staff has also been moved to a different office, separate from the three-office secretarial complex, which allows her to administer the three centers (not necessarily an integral part of student affairs) and permits contact with faculty members away from the students (students had previously complained that they could not receive appropriate attention in the presence of faculty).

Another recommendation was to empower the administrative staff. As the figures below suggest, our monetary investment in administrative services more than doubled during the present year and more than tripled over the past five years. This has involved several concrete measures, including sending the Administrative Assistant for Student Affairs to Prague to help the Chair in a course that includes a *practicum* overseas. One of the responsibilities held by the Administrative Assistant for Academic Staff is to maintain the Department's website; she was sent to two professional courses, Website Construction and Photoshop, with Department funding. Simultaneously, we began constructing a new departmental website with the help of an external expert.

The outside organizational assessment included a recommendation to establish a proper division between administrative services for students and those for teachers instead of the previous arrangement in which the main office allowed constant access between all the staff and access for faculty and students alike. As last year's figures for student satisfaction with administrative staff indicate (see below), the change was only partially beneficial. Nevertheless, we must try even harder to provide necessary services for our students. And our new challenge is to find innovative ways to help our faculty in the area of research, submitting grants and handling budgets. We are currently entering another round of counseling.

#### **Total expenditures for Department's administrative staff (salary excluding)**

<b>Academic year</b>	<b>Expenses in NIS</b>	<b>% of total budget</b>
2005-06	50,569	3%
2006-07	71,548	4.7%
2007-08	74,579	5.2%
2008-09	100,905	7.5%
2009-10	114,841	11.8%

#### **Satisfaction with Department's administrative staff**

<b>Academic year</b>	<b>Rating percentage</b>	
2005-06	BA = 69%    MA = 91%	
2006-07	Survey not conducted	
2007-08	BA = 47%    MA = 78%	
2008-09	Survey not conducted	
2009-10	BA = 69%    MA = 90%	



### **Addressing student issues**

Student queries are dealt with in person, by telephone and via e-mail, during daily office hours from 08:00 to 15:00. Additional time is occasionally allocated after office hours. The staff handles a variety of student questions concerning class schedules and location, exam times, and academic deadlines. Other issues concern course registration, requests to add or drop courses, completing academic degrees, and registration for graduate degrees. The administrative staff also helps students to contact faculty members and provides assistance in carrying out teaching assignments.

### **Student dropout**

Our records indicate that, on the average, 30% of all first-year students admitted into the Department do not go on to the second year. As already noted, in some cases this is because students who have obtained sufficiently high grades in our Department's first-year program can then move to other departments to which they were not originally admitted. Other students fail first-year exams, some leave the Hebrew University altogether; and some find that their initial academic choices did not meet their expectations.

### **Changes in secretarial offices and services**

The results of the students' satisfaction survey for 2005-06 and 2006-07 prompted us to hire the services of an organizational consultant to analyze the overall interactions between staff, students and faculty in the Department, and in particular the services provided to students by the administrative staff. The main recommendation was to put more emphasis on student services. As noted above, this resulted in some offices and services being relocated. To underscore the importance attached to the Department-student interface, the Administrative Assistant for Student Affairs was relocated to the main (and largest) office, next to the Department Coordinator's office. The office that became subsequently available was allocated to a student-receptionist who replies to basic student queries in person or by phone. Experience in other departments indicated that students feel more comfortable receiving basic services from their peers rather than from adult administrative staff. Finally, administrative functions not related to student affairs were moved to adjoining offices.

As of 2009-10, a PhD student assumed undergraduate counseling, a position previously held by a faculty member. Because the faculty member's time was limited, students often never met the adviser and received only written

responses to their queries. In many cases, meeting with the Administrative Assistant for Student Affairs was the only personal interaction experienced by the student; and while helpful, it led to the problematic issue of academic counseling by an administrative staffer. The appointment of a PhD student proved to be a reliable and professional solution.

In 2008-09, a new position, staffed by an MA student, was created for counseling first-year BA students, who are sometimes bewildered in their first weeks on campus. This counselor also helps screen and direct students for academic advice from the undergraduate advisor or administrative assistance from the staff.

To empower and to motivate administrative staff, it was decided that as of 2009-10, three employees would receive a vehicle maintenance supplement to their salaries. Because of contractual arrangements, the administrative coordinator received financial assistance to partially fund professional studies.

### **3.5.2.1 Department Budget**

The Department has control over only a small portion of its actual budget, known as its “working and teaching budget,” the annual allocation from the Faculty of the Social Sciences to each of its departments. This excludes the real cost of faculty salaries and is intended mainly to cover teaching-related expenses. The Faculty calculates the allocation according to a complicated formula that takes into account the number of students in all the courses given by the Department, and to a small extent the amount of research grants raised by permanent faculty members. The budget is used to finance salaries of junior academic staff (MA and PhD teaching assistants) and of adjunct and external teachers, the administrative costs of daily Department management (including equipment and miscellaneous expenses), and a small reserve for MA fellowships. Salaries of tenure-track and tenured faculty members, as well as the salaries of the administrative staff, are financed separately.

Our ability to respond to the challenging trends in student enrollment and faculty retirement was further curtailed by a sharp reduction in funding. Over the past five years the Department has lost 41% of its budget – and in seven years it dropped by almost half! For the most part, this was the result of declining enrolment; however, decreased funding for the Faculty of Social Sciences (and for the University as a whole) has also contributed to the situation. The figures are presented in the table below. In 2006, the Faculty’s

budget was NIS 13,947,404 (approximately \$3,670,000). In 2010 it was NIS 11,032,000 (\$2,903,000). This 21% reduction suggests that the severe decrease in our budget resulted from the decline in student enrollment – especially in the last year – reflecting the steep decline in enrollment in all our programs over the past five years (BA 27%; MA 44%; PhD 25%). Since we invested great energy over the past two years in reforming our MA program, where the greatest decline was felt, we expect to obtain increased income from our graduate program in the coming years. Currently (2011), we expect our budget to remain at the current level of funding (there is a lag of one year between enrollment figures and financing). Our efforts to restructure the BA program in 2011-12 should bear fruit in 2013.

#### **Department and Faculty Budget by Year and Part Time Jobs**

<b>TA's</b>	<b>Temporary External Teachers</b>	<b>Faculty</b>	<b>Department</b>	<b>Year</b>
30	21	13,947,404	1,634,622	2006
26	18	12,092,000	1,514,314	2007
23	15	12,693,000	1,418,569	2008
19	11	12,371,000	1,347,691	2009
21	11	11,032,000	972,575	2010

The decreasing budget immediately affected our employment ability. After several deliberations, we decided to decrease the role of external teachers, whom we employed in significant numbers in previous years. We concluded that higher standards meant more teaching hours from regular faculty and fewer from temporary external teachers (some of whom circle the job market for many years, engaging in research only tangentially). We therefore almost halved the number of external teachers in 2009. At the same time, we decided that budget cuts should not affect teaching assistants – and the BA students who have the benefit of their presence, particularly in the first and second year of studies. Thus only a 30% reduction was effected in the number of teaching assistants, despite the budget cut of 41%. We are maintaining employment figures in 2011, with 11 temporary external teachers and 20 teaching assistants. In keeping with a “rotation policy” for external teachers, seven of them are new recruits this year.

### 3.6 Infrastructure

#### 3.6.1 Location and Space

The Department is located in Block Five of the Faculty of Social Sciences building and has rooms on two floors. Teaching is carried out in rooms all across the Social Sciences building, with the largest courses taught in the “Teva” rooms in an adjacent building.

The table below refers to the number and function of rooms available for the use of faculty, students and external teachers. It should be emphasized that the Department’s infrastructure is in need of up-grading in order to cope with faculty and student demands. One of the projects under consideration is the over-all maintenance of an existing computer laboratory.

The table below provides details about the rooms available for academic work in teaching support activities.

<b>Rooms and Function</b>	<b>Location</b>	<b>Number of Rooms</b>
Offices (secretarial services)	3419, 3420, 3421, 3422	4
Teaching assistants’ rooms	3517, 4502	2
PhD lounge	3518	1
MA lounge	3517	1
Seminar room	3510	1
Storage facility		1
Faculty offices	Blocks 4 + 5 (3 <sup>rd</sup> and 4 <sup>th</sup> floors)	22
<b>Total</b>		<b>31</b>

#### 3.6.2 Classrooms

##### 3.6.2.1 Rooms and Teaching Facilities

The Faculty of Social Sciences has 40 rooms at its disposal for teaching purposes, with 2,738 seats. There are 22 “smart rooms” with computer and DVD hookup, a number that is upgraded every year. Students have access to “computer ranches” (with a total of 427 seats) and enjoy wireless hookup in many hot spots on campus, including in our own Department lounge.

##### 3.6.2.2 Extra Space

For special occasions – when expecting a large turnout for a guest lecturer or for annual events – we have access to a few campus facilities: the Maeirsdorf Faculty House and its several seminar rooms (for up to 100 participants); the

Senate room (up to 200 seats), the Truman Research Center (300 seats), and the Rabin Building (300 seats).

### **3.6.3 Equipment**

The following tables show equipment available for Department use.

#### **Computers**

<b>Location</b>	<b>Number</b>
Office (secretarial services)	4
MA lounge	8
PhD lounge	1
<b>Total</b>	<b>13</b>

#### **Printers**

<b>Location</b>	<b>Number</b>
Office (secretarial services)	4
MA lounge	1
PhD lounge	1
<b>Total</b>	<b>6</b>

The office also has a fax machine, a laptop, and a portable computer projector.

### **3.6.4 Laboratories**

We have only one laboratory, the demography lab that serves PhD students.

### **3.6.5 Libraries and Information Technology**

The Bloomfield Library for Humanities and Social Sciences on Mount Scopus was established in 1981 with the merging of 24 departmental libraries from the Givat Ram campus. The library is mandated to serve teachers, researchers and students of the Faculties of Humanities, Social Sciences and Business Administration. In fact, with more than 14,000 registered borrowers, it serves the entire Hebrew University community.

#### **Building facility**

The library's five-story building is located in the center of the Mount Scopus campus, lodged between the buildings of the Faculties of Humanities and Social Sciences. The third (entry-level) floor's Berel and Agnes Ginges Library Information Center includes modern study spaces for individuals and groups, with wireless connections for personal laptops, up-to-date computer

workstations, study rooms for small groups, a seminar room, and a library classroom. The third floor also contains the Reference and Circulation Departments, Periodicals Reading Room, and the administrative offices. The Acquisitions and Cataloging Departments are located on the fourth floor. The lower level houses the Photocopy Service and storage facilities.

The Reading Rooms, on floors 2, 4 and 5, accommodate book collections shelved according to various fields of study. Subject specialists' offices adjoin the corresponding Reading Rooms. Each Reading Room measures approximately 3,000 square meters. A modern Media Department houses the music, audio and video collections on the second floor. The Map Collection, located in the Social Sciences building, includes sheet and wall maps, atlases, etc. In addition to other services, we offer teachers and students four seminar rooms and four "smart" classrooms equipped with the latest in audio-visual and computer facilities.

### **The collection**

The collection holds 566,665 cataloged titles, including:

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

### **Handling required reading for courses**

The Reserved Reading Collection is updated every semester. It includes textbooks and a database of scanned articles and digitized music based on the required reading lists of the teachers. 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). This year there are 5,760 books and 6,751 scanned articles on reserve. Access to the on-line database of scanned materials is open to students only after logging in with their personal identification code.

### **Circulation services**

The majority of monographs are circulated, and each patron may borrow up to 50 books simultaneously. There are approximately 3,400 circulation transactions on an average day during the academic year. The patrons themselves can enter "hold" requests into the system. Daily renewals are performed automatically by the Aleph500 system, after checking that there are no requests for an item or problems with a reader. Materials unavailable in our collection may be obtained for a fee by inter-library loan from Israeli libraries

and from abroad. This service annually handles about 4,300 requests for articles and books.

### **Library hours**

During the academic year:

Sun.-Wed. 9:00-22:00

Thurs. 9:00-19:00

Summer hours:

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

### **Seating capacity**

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

### **Computer stations and printing services**

Library patrons have access to some 160 workstations where they can search the library's catalogs, databases and electronic journals. Access to the Internet, e-mail, Microsoft Office and many programs provided by the University Computer Authority is also available. Wireless connection for students with laptop computers is accessible in all the areas. Library scanners and printers throughout the building provide relevant services to all library patrons.

### **Library staff**

The library staff is comprised of 36 librarians (28 tenured positions), one computer specialist, one technical assistant, and one administrative assistant. The library also employs student assistants (approximately 56,000 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 serve our researchers. There is a subject specialist for each area of study covered by the library. 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.

### **Library instruction and reference services**

The main reference desk, providing professional face-to-face assistance during library opening hours, is located on the entrance floor. General guidance during busier hours is also provided in the three additional Reading Rooms. Individual

help can be obtained from a relevant subject specialist librarian by e-mail, by phone or through appointment. Library orientation sessions are offered to new students at the beginning of each semester by the reference staff. These include tours of the library facilities and explanations on the use of the OPAC. 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, digital materials and reference tools in their fields of study. Special guidance on library resources and adaptive technologies is provided to disabled students. The Reference Department team has produced a number of YouTube training videos on library resources, linked to our homepage and accessible from any computer.

### **Library homepage**

The library homepage ([www.mslib.huji.ac.il](http://www.mslib.huji.ac.il)) is arranged to help the student or researcher find material in his subject area. There are general pages on “How to find...” and pages devoted to specific study areas (e.g., philosophy, music, etc.). Each page contains explanations about materials and links to on-line resources. A detailed database page offers descriptions of each of our 200+ 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 most of the electronic journals and databases from any computer connected to the University network, either on campus or from home. They can access electronic resources from home or dorms by entering a personal identification code, making our electronic collection accessible 24/7 to the entire Hebrew University community.

### **Collection development**

At the beginning of every academic year, the Library Authority allocates an acquisitions budget to each Faculty. The Faculty Library Committee, whose members are appointed by the relevant Dean, meets and decides on the distribution of the budget among the many departments and fields of study in the Faculty. Part of the budget is for journal and database subscriptions; the rest is for monographs and non-book materials. Subscriptions are acquired in cooperation with other HUJI libraries, as well as through *Malmed* (the Israel Center for Digital Information Services). Subscriptions to new databases are approved only after a trial period has been made available to librarians, researchers and teachers, who are then for their evaluation. Collection development is a joint effort of librarians and faculty members. Every year the



department heads appoint a department member to coordinate acquisition requests with the library. Selections are made from required reading lists, teachers' recommendations, publishers' catalogs, professional publications, and on-line resources. Financial donations and book gifts help us to enrich the collection.

### **3.6.5.2 Accessibility for Disabled Students**

A number of facilities are available for University students with special needs. A detailed list of these facilities follows. This description is available for students on the internet (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/>).

- Physical disabilities: In 2003 HUJI began implementing a long-range plan to render all campuses accessible to students with physical disabilities. Construction has been completed at the Mount Scopus campus, where appropriate pathways and elevators were added to accommodate wheelchairs and enable handicapped students access to public facilities, lecture halls, seminar rooms, laboratories, computer facilities, libraries, toilet facilities, cafeterias, etc. The plan will be extended to other campuses as funds become available.
- Learning disabilities: Professional personnel provide individual and group counseling and tutoring for students with various types of learning disabilities. HUJI provides a special learning environment aimed at helping learning-disabled students maximize their academic achievements.
- Vision impairment: The University houses a unique study center for blind students and students with impaired vision. It 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.
- Hearing disabilities: Special audio equipment is available for long-term loan. If needed, tutors, photocopies of study material and other aids are provided. Several lecture halls on Mount Scopus are equipped with special hearing aids.
- Psychological counseling: Counseling by experienced personnel is available on all campuses for University students needing help with personal crises.
- The computer centers on the Mount Scopus campus are accessible to the physically handicapped. The main computer center is equipped with a stair lift, and there is a direct passage between the main computer center and the center for the blind. In the second computer center, which is situated on a single floor,

a ramp leads from the entrance to the computer area. There is also direct access to the center from a parking lot. All computers at both Mount Scopus computer centers are equipped with special software to assist students with disabilities: “Zoom Text” is a program to help vision-impaired students hear the text spoken aloud, and Word tool called “Dyslexia” incorporates special editing features for dyslexic students.

- All areas of the Central Library on the Mount Scopus campus are accessible to the handicapped by ramps and elevators. A new worksite has been installed in the reference department for the disabled.
- Students on military reserve duty: Students called up for military reserve military service during the academic year are entitled to help in overcoming missed classroom hours (flexibility on deadlines, alternate exam dates, coupons for photocopying class notes).

## 4. Advanced Teaching and Research Outputs

### 4.1 Teaching Force and Research Emphasis

The number of “effective teachers” (full-time equivalent – *FTE*) in any year is the sum of the number of full-time faculty minus faculty on sabbatical plus instructors and adjunct professors, weighted by hours of instruction. Hence in 2009, the Department’s effective teaching capacity was only 15.5 FTE. In 2009 the Department had 87 MA students and 50 doctoral candidates. The total number of undergraduate courses taught was 39, for 125 credits. The total number of student/course hours was 61,750. 35 graduate courses were taught for 106 credits. Student/course hours totaled 8,056. At the undergraduate level, the nominal student-teacher ratio was 27.5, and at the graduate level the teacher-student ratio was 4.14; the effective teacher-student ratios (excluding sabbaticals) are 38.6 and 5.8, respectively. In terms of teaching credit inputs, 55% was devoted to undergraduate courses, 45% to graduate courses.

The following table presents the number of courses taught in the BA and MA programs, the number of credits, and the overall number of students taught by our faculty. It should be emphasized that these figures include only the 23 faculty members, including those on sabbatical and those who were members of the Center for Advanced Study or the Scholion Center. The figures do not include members who left the Department. Finally, University faculty members are obliged to teach in both BA and MA programs and this requirement stabilizes the figures somewhat.

Year	Courses		Credits		Students	
	BA	MA	BA	MA	BA	MA
<b>2006</b>	29	24	92	62	4809	666
<b>2007</b>	33	29	108	82	5156	720
<b>2008</b>	32	27	105	92	2885	708
<b>2009</b>	27	27	99	88	2046	737
<b>2010</b>	22	28	74	109	1397	574

As the table suggests, however, our BA program has been shrinking on most parameters. Decreasing enrollment is obviously a major part of this decline; but our attempt to revamp the MA program and to position more of our faculty at that level also plays a part. Either way, the {credits x students} factor decreased by an alarming 75% over the past five years. In contrast to the BA program, our MA program has seen no reduction in the number of courses, and even experienced a rise in the number of credits, as well as a 30% increase in the {credits x students} factor. Clearly, then, the reform of enhancing investment in the MA program would seem to have proven successful.

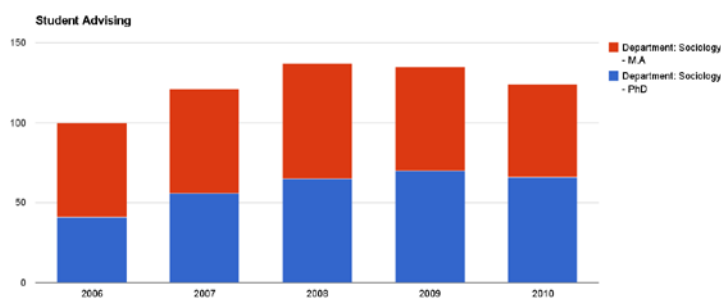
More detailed data (not shown) suggests that most of the decline has taken place in the group of sociologists, who in 2010 taught as much as 10% of the students the same group taught in 2006. In comparison, the number of students taught by anthropologists fluctuates by a small magnitude (despite issues of missing faculty); the faculty teaching organizational studies evinces a similar pattern, and the team of demographers has more weight across the years in our BA program – in fact, three of the demographers (one of whom was on sabbatical) taught more students than the 10 Sociology teachers. This is partly explained by the typical courses taught, two credits being the norm in Demography and four in Sociology, which meant, on average, teaching half the number of students).

There are currently two problems in our BA/MA emphasis (investing more senior faculty in the latter). The new funding scheme at HUJI still puts greater weight on the BA program. Thus the data suggest that, in an attempt to maintain momentum in our MA program, we should now re-invest in our BA program and increase enrollment. In 2011 we will attempt to do so by hiring new temporary external lecturers, and in 2011-12 we hope to have a new BA program in place, one that will be more attractive to undergraduates.

#### 4.1.2 Graduate Student Advisors (MA + PhD)

Graduate students are an intellectual asset. During the past years we have tried to nurture our Department's tradition and have invested great effort in boosting the number of graduate students, both MA and PhD. This has obvious academic merits, but in recent years this investment has also paid off in terms of income to the Department. The higher the number of graduate students we have, and the faster they complete their degrees, the better our financial situation. In terms of providing advisors for theses and dissertations, indeed, our Department is a leader in the Faculty of Social Sciences: about 25% of all PhD students in the Faculty were supervised by our Department members.

In 2010 our Faculty members advised 65 MA students and 70 doctoral candidates. These numbers include ABD's ("all but dissertation," or dropouts who did not formally record that fact). Distribution of supervision of students is not equal, largely because there are no formal stipulations on load-sharing among faculty members. Hence, of the 21 faculty members with data, 13 supervised up to five students and six members supervised up to 11 students.



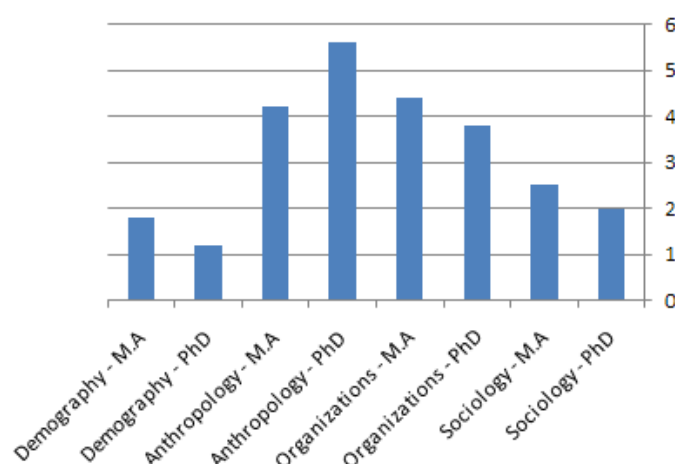
One advised 17 students, second only to Professor Eyal Ben-Ari, who supervised more than 25 students over the past five years. The average annual number of supervised students per

faculty member is 2.8 at the MA level and 2.6 at the doctoral level, for an average of five graduate students per year. Since the maximal limit set by the Hebrew University on advising students is close to double those figures – we should encourage more of our faculty to increase advising loads.

The chart below shows the average number of students per year advised by faculty in the four tracks. It indicates a wide gap in the popularity and workload of our teams in the four tracks. The most popular – and most student-loaded track – is Anthropology, with an average of 5.6 PhD students and 4.2 MA students supervised per year, the only track to advise more PhD than MA students. Given the value of advising PhD students – academically and financially – this prioritizes investment in our Anthropology track.

Our team in Organizations Studies – also an attractive track – advises 3.8 PhD students and 4.4 MA students per year. Our Sociology faculty advises 2 PhD students and 2.5 MA students annually, while our Demographers are the least popular, with 1.2 PhD students per year and 1.8 MA students.

#### **Average number of PhD and MA Students Advised by Track**

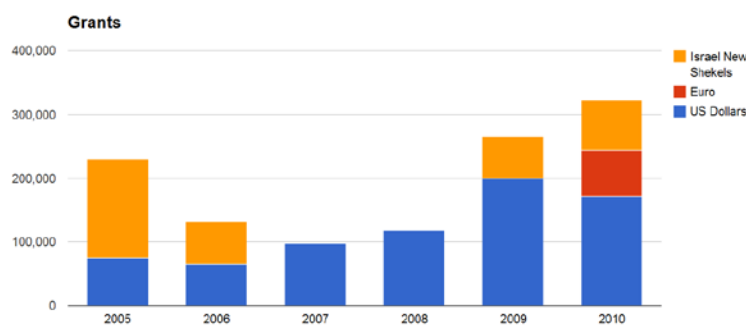


This year, 2010, a total of 17 MA theses were completed as well as six doctoral dissertations. The average number of years for completing thesis-track MA degrees was 3.6 years; for PhD it was 6.3 years. Although we urge students to complete their studies and research in shorter periods, this has proved difficult to achieve. Even our investment in large fellowships for PhD students – limited to four or even three years – has done little to reduce the time these excellent students needed to complete their dissertations (although we now see them as candidates for faculty positions at different schools). We hope our “direct MA” track will decrease the average number of years for completing a thesis, although the small number of students in the track is likely to have only a negligible impact.

### 4.1.3 Research Grants

As “privatization” policies become increasingly evident over the years, the importance of research grants at the departmental level is growing. Our Department has been slowly developing a new research ethos to replace the traditional approach: “I don’t need large grants to do my research.” Within this new ethos – supported by HUJI’s current funding policies – every faculty member is encouraged to submit research proposals (this in itself raises the faculty member’s budget by \$1,200). Submitting proposals and obtaining grants is hence beneficial to all concerned: the researcher, the Department whose teaching budget is enhanced, and the research students who are supported through these grants. It is thus our policy to encourage faculty members to compete in any framework that can generate increased research funding, and eventually publications.

As the following chart shows, this new ethos has helped us obtain more



funding. In the past six years (2005-10) our faculty members have generated research funding from different sources totaling € 71,600 (2010), NIS 367,500

and \$726,900 – a total of \$913,200 or \$150,000 per year and \$6,617 per faculty member. (The chart provides the raw figures – the data in the text corrects for currency differences.)

The distribution of this average, however, is significant: Full professors generated only 5% of the Department’s entire research budget; associate professors raised 56%; senior lecturers – 23%; and lecturers added 16%. Clearly, then, while we need to continue encouraging all faculty members to submit research proposals, we need to exert special efforts vis-à-vis full professors. Already benefiting from esteem and extensive national and international networks, they are most likely to increase our resources; and they are encouraged to continue in the competitive spirit.

As for distribution between our intellectual traditions: Anthropology, the most “humanistic” of our four tracks, raised only 5% of our total research funds. In general – and this is true across the globe – anthropologists do not apply for large grants; they basically need relatively small sums for themselves and a bit

for students. This is a disciplinary characteristic and our faculty abides by that norm. Furthermore, anthropologists look for sabbatical-like funding that allows them to take a semester off from teaching duties, supported by a research grant that allows salary replacement – which, unfortunately, HUJI regulations prohibit. This is an area in which we dearly need our administration to acknowledge the special working environment of anthropologists; unfortunately, however, this has not happened.

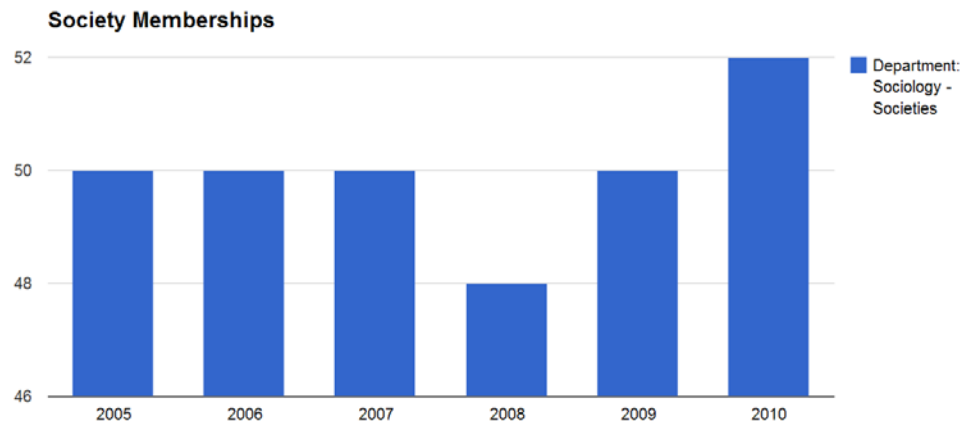
The Demography teachers, who constitute only 13% of our faculty, successfully raised 35% of our total budget – an outstanding achievement. The teachers in the Sociology track (48% of the team) earned 45% of the total budget, and Organization Studies teachers (17% of the faculty) raised 15%. These three tracks contribute significant research income to the Department, which boosts our collective earnings. Given that there are ISF sources for anthropological studies as well, our Anthropology team should be encouraged to raise more research funds; and the University needs to be flexible on its prohibition against concentrating teaching time in one semester. As this factor gets funded through the new budget allocation criteria, this becomes ever more urgent. The table below presents external grants held by our faculty members as of 2006, sorted by sum.

Start Year	End Year	Sum	Granting Agency	Members
2007	2008	5000	Memorial Foundation for Jewish C	Nurit Stadler
2007	2008	8000	Ministry of Education	Gad Yair
2006	2006	15000	Bilgi University	Amalya Oliver
2010	2011	25000	Ministry of Industry, Trade and Lal	Michal Frenkel
2008	2009	27000	Ministry of Interior	Gad Yair
2008	2010	36000	Israel Science Foundation, Resear	Yehusa Goodman
2009	2011	41500	Ministry of Industry, Trade and Lal	Michal Frenkel
2007	2008	45000	Halbert Network Exchange Fellow	Nachman Ben Yehuda
2006	2009	50000	Israel Science Foundation	Amalya Oliver
2009	2010	50000	Israel Science Foundation	Michal Frenkel
2007	2008	55000	Israel Science Foundation	Barbara Okun
2007	2010	80000	The Israeli Science Foundation	Nurit Stadler
2009	2011	200000	Israel Science Foundation	Michal Shalev
2010	2012	265000	Niedersachsen	Gad Yair
2009	2011	336050	National Institutes of Health (NICI	Guy Stecklov

#### 4.1.4 Society Membership

When looking at a department, membership in academic and scientific societies and associations is a good indicator for two group-level academic behaviors: being up-to-date and present in an “invisible college” of like-minded people and, on the basis of country distribution of the societies, a national versus international orientation. The figures below present the Department’s memberships in associations (including repeats) and present a few breakdowns of those figures. It should be noted that membership in academic societies is

not used here as a predictor for excellence or publication productivity. It is used simply to see in how many frameworks of academic discourse our scholars are engaged and to assess the nature of those associations, in order to learn about the Department's academic orientation.



Analysis of association names and locations suggests that our faculty members have a clear American orientation (currently 30 active memberships in American associations), balanced somewhat by an Israeli focus (currently 13 memberships in Israeli associations). European associations are attended in a much lower volume (nine memberships in all). These figures indeed reflect the Department's historical orientation toward American sociology and anthropology; it also reflects the fact that nine members of our Department completed their PhDs in American institutions and only three in the United Kingdom. Having no comparative data with other Departments and countries, it is difficult to assess these patterns. Nevertheless, the figures reflect our common understanding that it is best to engage with American frameworks as the American academic scene dominates the global market in social sciences.

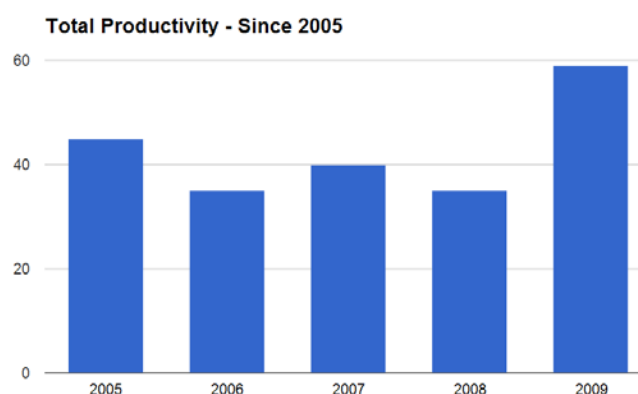


#### 4.1.5 Publication Productivity: Quantity

One of the most important functions in leading university departments is publishing productivity. Publications maintain scientific progress and keep the scientific community abreast of innovations in scholarship. Furthermore, in publicly funded systems, scientific publications are also a major means of “reimbursing” the public for its investment in research, at the same time also allowing some form of public accountability. During the past few years, indeed, public pressure has grown for Israeli universities to exhibit greater accountability and transparency on their scholars’ “outputs.” We use this opportunity to report our achievements in detail and hope they set an example for openness and accountability.

The following data present our Department’s overall publication productivity, counting all types of publications – books, journal articles, book chapters. In looking at the data one should keep a caveat in mind: Our four intellectual traditions have different working patterns. Anthropology is a more humanities-like domain (more book-oriented, with studies based on long-term fieldwork).

Demography, in contrast, is more like the quantitative sciences. Sociology and Organization Studies are mid-way along this continuum. Furthermore, the journals in which the respective scholars publish have distinct publishing and citation patterns, thereby generating

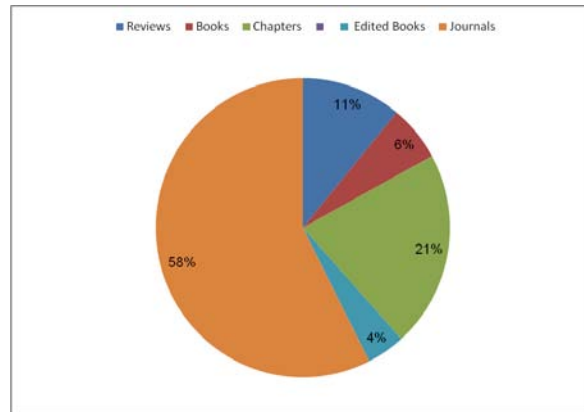


variation in Impact Factor scores. Hence there are apparent differences in the academic prowess of individuals and the team as a whole – reflecting sub-disciplinary differences that challenge a simple assessment of personal merit at a local/departmental level.

These disciplinary differences will be acknowledged below. Finally, we are reporting on only six types of publications: books, edited books, book chapters, journal articles, E-journals, and book reviews published in journals.

In the past five years (2005-09) our Department has averaged 2.0 publications per member per year. The last year on which we have complete information, 2009, was the best in terms of productivity, showing 59 publications over the year – almost three per person.

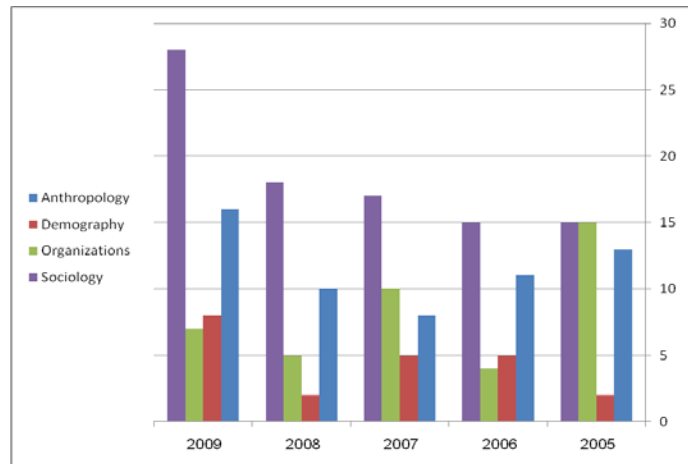
When those overall figures are broken down by type of publication, it becomes clear that we are a “journal department” – 58% of all publications in the past five years are in journals (n=126). Book chapters contributed 21% of the overall output (n=40), and books and edited books together constitute 10% of the output



(n=26). Despite the rapid growth of E-outlets, our Department has maintained a traditional orientation, with only a single paper published in five years in an E-journal (omitted from the chart). Book reviews constitute 11% of overall publication volume.

Since books are often weighted as four publications, we should pay some attention to book publishing patterns. Of the 40 books that our faculty members published (not limited to the last five years), 80% were published in English and 20% in Hebrew. This again exposes HUJI’s clear Anglophone orientation. Country of publication data indicate that 80% of the English books were published in the US and 20% in the UK. The 40 books were published by 30 different publishing houses. SUNY Press is the most popular (five books), followed by Oxford, University of Chicago Press and Wayne State Press (two books each). While our members have published with some elite publishing houses – Stanford, Cambridge and Columbia, for example – the list is lacking in terms of elite university presses. Furthermore, the data show that book authorship characterizes anthropology (3.5 books per member) more than sociology (1.9 books per member). Organization scholars rarely write books, and our demographers have never produced one. Since it takes longer to write a book than a journal article, this disciplinary difference should be acknowledged and appreciated.

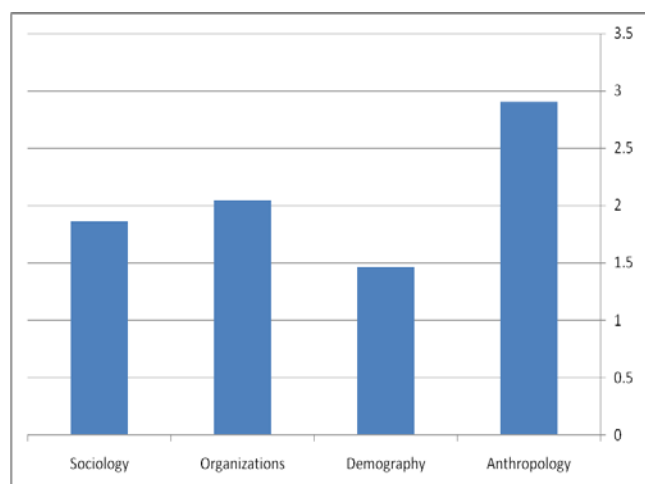
Academic rank (with figures corrected for career progression across the years and for number of people in each category) is clearly, although not linearly (or causally), related to overall productivity. The younger, pre-tenure lecturers show a high productivity rate (2.53 on average per year),



lagging just behind the full professors, who prove the merit of their rank (2.76 publications per year). In contrast, post-tenure senior lecturers display a significantly lower rate of average productivity (1.44 publications per year), and associate professors have a minor advantage over the latter (1.6 publications a year). This suggests that between “pressure” (pre-tenure) and “prestige” (floating on the waves of centrality and professional esteem), senior lecturers and associate professors can significantly increase their productivity – they have, after all, already proved they could do it in the past. These patterns may reflect the fact that the University does not disclose its criteria for promotion after tenure, leaving faculty wondering about “what it takes to get ahead.”

There are also clear differences in terms of the overall publication volume of the four disciplinary tracks in the department (see below with adjustment for size of track). While there is also variance within our four tracks – some anthropologists being more productive than others, for example – the differences between tracks expose varied disciplinary norms which should be acknowledged.

The chart to the right – measuring annual volume of publications – presents average total number of publications in the four tracks. The largest track, Sociology – with 10 members – is the major “producer” of publications and hence most visible in the scientific



community. The anthropologists also prove to be productive, followed by the organizations and demography tracks.

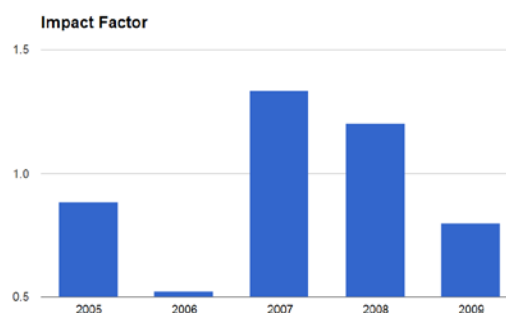
However, after correcting for track size, the anthropologists show the highest productivity level (2.9 publications per year), followed by organization scholars (2.05 publications annually) and sociologists (1.86 publications per year), with the demographers coming in last (1.46 publications annually). And as noted, these wide gaps should be assessed simultaneously with the impact of the publication outlets (see below).

The data also expose significant gender differences. While the men annually published 2.5 publications per year, women published only 1.4 publications.. To the extent that promotion procedures work equally or by the same standards, this difference might raise greater hurdles for women in reaching tenure or in the speed promotion. The Department and the University – by whatever means – should make an effort to support the productivity of women scholars and should keep on monitoring those gaps.

#### **4.1.6 Publication Productivity: Quality**

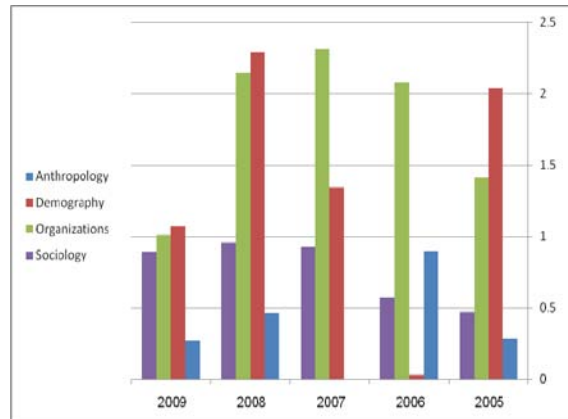
During the past few years, new quality-oriented measures and terminologies have entered to the academic world, including the Hebrew University. Thomson Reuter's ISI and Scopus have delivered the idea of "Impact Factor" – IF: a journal's score that is imputed to the scholars who publish in that journal. The IF is a measure of how popular a paper is expected to be; but it also measures the hurdle overcome in getting published in a particular outlet. Thus the IF score is often equated as an indicator of quality. The Hebrew University, like the European Academy of Science, has developed an alternative to IF scores (based on faculty expert judgment), but the more objective IF score – albeit still problematic in itself – seems both highly correlated with those alternative scores and more intuitive in usage. In the following figures we therefore use IF scores. A score of 1.0 means that the expectation is for one citation one year after publication. The higher the score, the more citations are expected over the long run. The following figures are based on journal publications only (which constitute almost 60% of all publications in our department).

As the figure to the right shows, the IF score normally fluctuates by year around

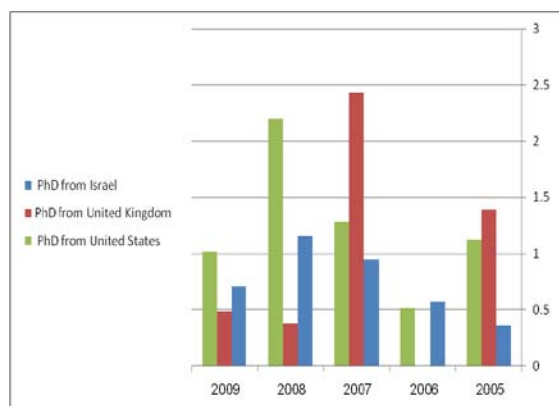


an average of 0.95. The low IF in 2006 is balanced by the relatively high score of 1.33 for 2007 – suggesting that IF 1.0 is the norm. This means that for every journal publication there is one expected citation during the following year. Assessing these data in longer views (e.g., 16 years) indeed supports the trend observed in the chart above.

This overall departmental average conceals significant variance between the four tracks. As the figure to the right shows, Organizational Studies and Demography exhibit the highest IF scores across the past five years, with 1.79 and 1.35 respectively. The team of ten sociologists exhibit an average IF of 0.76, and the anthropologists an IF of 0.38. These differences reflect disciplinary norms – the journals that anthropologists publish in are read by anthropologists only; demography journals are read by a more diverse readership beyond the discipline itself (e.g., family researchers, medicine); and similarly, Organizations journals are read by scholars in business schools, sociology and even economics.



Between-group comparisons suggest that there are no gender differences in IF scores attained. In contrast, there are significant rank differences – lecturers have the lowest IF scores (0.5 per year) and associate professors have the highest (1.33 per year), with the full professors and senior lecturers averaging 0.9 expected citations per year. Furthermore, those completing their PhDs in the US show the highest IF scores (average 1.22); Israeli PhDs show the lowest (average 0.75). It seems, indeed, that graduates of Israeli institutions – while publishing significantly more than others – spread their publications over less-competitive outlets. These results have two consequences, one in hiring procedures, the other in career management.



A look at the journals in which our faculty publish (see below) suggests that our team aims high in Israeli and international outlets. Locally, 6 faculty members (close to 25%) published in *Israeli Sociology* – a rising journal for the local community (published for the

last 10 years by Tel Aviv University) and 4 in *Megamot* and *Israeli Affairs*. This local focus is balanced by a strong orientation to top American and British journals. Three sociologists published in the *American Sociological Review*, the discipline's top-rated journal, and 2 in *Sociology*, *Social Forces*, *Sociology of Education*, *Human Relations* and *Social Networks*. All 3 members of the Demography track published in *Demography* – the top journal in the field – 3 in *Population Studies*, and 2 in another high-impact journal, *Journal of Marriage and Family*.

Such top outlets are also conspicuous in organizational studies. Two members published in *Academy of Management Review* (IF=6.6!) and in the *Journal of Management Studies*; and 3 (out of 4) published in 2 other major outlets, *Organization Science* and *Organization Studies*. Our anthropologists evince the same top-rated orientation. Two (out of 4) published in the *American Ethnologist* and a similar number in other top anthropology outlets *Medical Anthropology Quarterly*, *Transcultural Psychiatry* and *Ethos*.

As the following list indeed suggests, the Department exhibits a balanced portfolio, contributing to journals in Hebrew but at the same time pushing for the highest in all four tracks in English-speaking outlets.

## Publication Outlets of HUI S&A Faculty

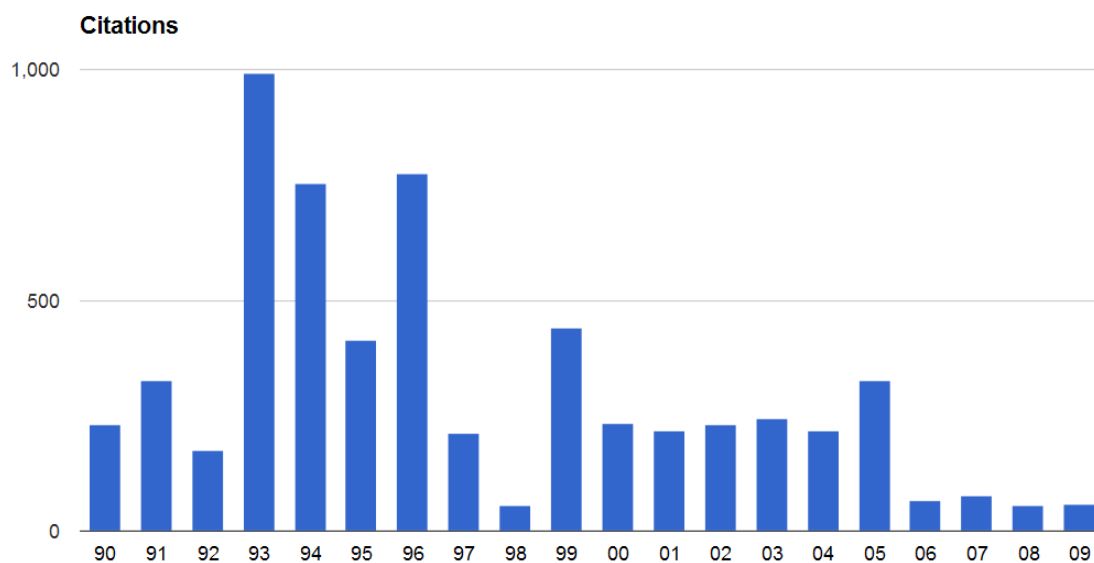
**Total Articles:** 360  
**Total Journals:** 183  
**Average Impact:** 1.304

Journal	Rank (Impact)	Submitters	Articles
Israeli Sociology	17212 (0)	11	11
Megamot	17214 (0)	4	5
Israel Affairs	16639 (0)	4	6
American Sociological Review	664 (4.08)	3	3
Qualitative Sociology	9492 (0.34)	3	4
American Ethnologist	5205 (1.08)	3	6
Anthropological Quarterly	8067 (0.52)	3	3
Armed Forces and Society	8709 (0.43)	3	7
Ethos	8159 (0.5)	3	6
Demography	2020 (2.37)	3	4
European Journal of Population	4230 (1.35)	3	3
Population Studies	3060 (1.79)	3	14
Organization Science	1502 (2.8)	3	3
Organization Studies	2427 (2.12)	3	8
Journal of Leisure Research	6246 (0.84)	2	3
Leisure Studies	6514 (0.79)	2	3
Social Networks	1552 (2.76)	2	4
Social Psychology of Education	7448 (0.61)	2	3
Sociology	3028 (1.81)	2	5
Sociology of Education	3447 (1.63)	2	3
City and Society	11913 (0.14)	2	2
Journal of Contemporary Ethnography	4457 (1.28)	2	2
Sociological Quarterly	6796 (0.73)	2	2
Symbolic Interaction	7920 (0.54)	2	4
Journal of Anthropological Research	8162 (0.5)	2	2
Journal of Political and Military Sociology	10951 (0.21)	2	2
Religion	10606 (0.24)	2	2
Theory and Society	5336 (1.04)	2	2
Urban Anthropology	12291 (0.12)	2	2
Culture, Medicine and Psychiatry	5941 (0.9)	2	7
Medical anthropology quarterly	6018 (0.88)	2	2
Social Science and Medicine	1404 (2.9)	2	2
Sociology of Religion: A Quarterly Review	7724 (0.57)	2	2
Transcultural Psychiatry	5421 (1.02)	2	3
British Journal of Sociology	3568 (1.58)	2	2
Journal of Marriage and Family	3248 (1.71)	2	2
Studies in Family Planning	5057 (1.11)	2	2

### 4.1.7 Citations

Over the past few years, citation measurement has become increasingly important in evaluating universities, programs, papers, journals, and even individual scholars. Though we have a broader view of academic excellence, we believe that citations do provide a good benchmark for assessing integration and centrality in global academic networks. Being in Israel, however, we are fully aware of the difficulties of making “big science in a small country” (a concept coined by the late Professor Joseph Ben David, sociologist of science). Like some administrators at HUJI, we appreciate the use of citations, yet are aware of their problems in specific areas (e.g., the Humanities) or sub-disciplines (e.g., Anthropology). Hence the following data is presented with all methodological caveats in place. Nevertheless, we prefer data – limited and problematic though it might be – over ignorance. The following information which, thanks to our effort, is probably available only to our Department, is important not just as a retrospective assessment of past successes, but because it might impact on future organizational decisions.

The first chart – “Citations” – shows the total number of citations for our publications in specific years (e.g., the publications in 1993 were cited close to 1,000 times across the years). Indeed, the data indicates that the citation impact of the current team of scholars is attributed to the 1990s, when many of the members were not yet faculty. Viewed in more detail, it becomes clear that Professor Boas Shamir – a leader in the field of leadership – has the most significant impact, with Amalya Oliver second to him.



The next table shows the relative citation impact of the four tracks. Non-tenured faculty who arrived in the past three years are excluded. The results are



based on data for 1990-2008. As the table clearly shows, the papers written by members of the Organizations track are cited more often than those of the other tracks (by a factor of four), reflecting the higher impact factor of the journals in which they publish. The differences between the other tracks are rather negligible, reflecting the fact that most of our members publish in qualitative outlets which – in terms of citations – “behave” more like publications in Anthropology.

	Total Citations	Average per Member
Sociology	1356	193
Anthropology	543	135
Demography	506	168
Organizations	2894	723

Similar comparisons can be made to analyze the citation patterns of scholars who completed their PhDs in different countries. Such comparisons might help decision-makers and Department members rethink recruitment priorities and appreciate the relative strengths of different academic settings. The table below shows that faculty members who completed their PhD in the UK are far more cited than their peers (the Shamir effect). In contrast, Department members who completed their PhDs in Israel are cited far less frequently than their colleagues and are thus less visible in the academic community and less integrated in elite citation networks. This data is very consequential for future recruitment.

	Total Citations	Average per Member
Israel	766	85
UK	2349	783
USA	1856	206

Further tests show a clear correlation between citations and rank and age. On average, citations are a good predictor for academic standing, suggesting (a) that promotion criteria are based on global academic impact (as HUJI avows); (b) that our publications are cited across the board in the Israeli academic community, so that over time our members became key players in global academic networks. Future analyses (using evolving metrics developed, for example, by “*Publish or Perish*”) could provide more insight on our impact, but these figures show that we are on the right track. But given that citations “don't just happen,” we should be fully aware of the social and academic practices – conferences, sending out publications, posting papers on the net, etc. – that increase visibility and hence have greater academic impact across the Israeli setting.

#### 4.1.8 Serving the Discipline: Journal Gate-Keeping - Reviews

The academic world requires gate-keepers, scholars who keep the discipline at a high caliber. Requests for peer review of scholarship are common in deciding on grant applications and in assessing papers for publication. However, despite its centrality in the academic world and the considerable time it demands of faculty, the rather altruistic work of peer review is only seldom acknowledged, appreciated or measured at the institutional level. Below we provide an original view of scholarly work while considering our faculty members' gate-keeping duties as measured by peer reviews for academic journals. Since we have no information on the subjects of the papers reviewed, we are somewhat limited in interpreting the data.

In 2010 our faculty members submitted 130 reviews for 60 distinct journals whose average impact factor is 2.0 (the average excludes non-ranked journals). As the following table shows, our team members serve as gate-keepers in the top outlets of their respective disciplines. This is obvious with regard to sociology (bearing in mind that we have 10 sociologists): Six members reviewed for the *American Sociological Review* and four for the *American Journal of Sociology*. Two faculty members reviewed for other top journals like *Sociology*, *Sociology of Education*, and *Ethnic and Racial Studies*. This service for American and British journals was balanced somewhat by four faculty members who reviewed for the top Israeli outlets, *Megamot* and *Israeli Sociology*.

The same pattern of high-quality gate-keeping is evident in organizational studies: Three out of the four members submitted reviews for the *Academy of Management Review* and two peer-reviewed for the *Academy of Management Journal*. Two faculty members in anthropology contributed to the *Medical Anthropology Quarterly*, and like often the case with the demographers – have reviewed one paper per journal.

Journal	Rank (Impact)	Reviewers
American Sociological Review	664 (4.08)	6
Israeli Sociology	17212 (0)	4
Megamot	17214 (0)	4
American Journal of Sociology	1380 (2.92)	3
Academy of Management Review	238 (6.69)	3
Academy of Management Journal	284 (5.99)	2
Medical anthropology quarterly	6018 (0.88)	2
Sociology	3028 (1.81)	2
Organization Studies	2427 (2.12)	2
Sociology of Education	3447 (1.63)	2
Ethnic and Racial Studies	4883 (1.16)	2
Sociology of Religion: A Quarterly Review	7724 (0.57)	2
Qualitative Sociology	9492 (0.34)	2

The analyses suggest that there are significant disciplinary differences in the IF of the journals for which our faculty reviewed (testifying to the discipline, not to our faculty, of course). While the average IF score of the journals that asked our Organizations faculty to review is 3.46, the anthropology journals have a score of 0.34 – a much lower impact. Sociology and demography journals share a similar standing with IFs of 1.15 and 1.27, respectively. Other between-group checks show that there is no gender difference in the average IF, though men did review more than women. Furthermore, young lecturers, with lower standing and esteem in the discipline, are less often asked to review for journals, and when they are, it is for “fringe” publications (attested to by the average low IF). Besides lecturers, post-tenure academic ranks have no bearing on gate-keeping status in the discipline.

In general these figures – computed for a single year – indicate that leading journals in the disciplines often turn to the Department for consultation. While there are some sub-disciplinary differences, the overall picture suggests that our faculty members are highly regarded as gate-keepers in their respective areas of studies and that we are well-integrated with the work of leading scholarly outlets all over the world. These results support our own assessment, namely, that we have succeeded in balancing our commitment to Israeli social science without jeopardizing our standing in global academic networks. This maintains the tradition that S.N. Eisenstadt set into motion in the early 1950s, and we hope to maintain this double-headed approach in the future with continued efforts to serve our profession.

#### **4.1.8.1 Serving the Discipline: Journal Gate-Keeping – Boards**

Admission onto the editorial boards of journals is a good indicator for an academic’s centrality in a discipline or sub-discipline. Moreover, for some journals acceptance to the board is depends on competitive applications, which makes the post even more indicative of centrality in the discipline.

Viewed from that perspective, the evidence suggests that our faculty enjoy lesser centrality in participation in journal editorial boards (compared to journal reviews – see above). Our 21 members have participated in 30 editorial boards with an average IF of 1.56. However, of the 15 journals with IF scores (see table on next page), eight have an IF score lower than one. As the data suggests, only our Organizational Studies members – Boas Shamir and Amalya Oliver-Lumerman – are board members in leading journals of their respective fields. While other members participate on many other boards, they are rarely the leading outlets in their fields.

Rows: 32  
Total Items: 32

Journal	Start Year	End Year	Impact Factor	ERA Rank	Members
Academy of Management Review	2008	Unknown	6.69	A*	1
Anthropology and Medicine	1996	Unknown	0.31	C	1
Armed Forces and Society	2009	Unknown	0.43	C	1
Comparative Labor Law and Policy Journal	1996	Unknown	0	A	1
Comparative Political Studies	1997	2002	1.51	A	1
Contemporary Jewry	2008	Unknown	0	Unknown	1
Crime, Media, Culture	2006	Unknown	0.38	Unknown	1
Culture and Society	2006	2009	Unknown	Unknown	1
Eshkolot	2006	2008	Unknown	Unknown	1
European Journal of Industrial Relations	1995	Unknown	0.65	A	1
Hagar - Studies in Culture, Polity and Identities	2000	Unknown	Unknown	Unknown	1
Israeli Sociology	2006	Unknown	0	Unknown	1
Israeli Sociology	2007	2010	0	Unknown	1
Iyunim Betekumat Israel	2010	2010	Unknown	Unknown	1
Journal of Management and Organization	2006	Unknown	0	C	1
Journal of Societal and Social Policy	2002	Unknown	Unknown	Unknown	1
Leadership	2005	Unknown	0.58	C	1
Leadership Quarterly	1994	2000	3.16	A*	1
Leadership Quarterly	2005	Unknown	3.16	A*	1
Migration Letters	2006	Unknown	Unknown	Unknown	1
Organization Studies	2002	Unknown	2.12	A*	1
Population Review	2006	2008	0	Unknown	1
Qualitative Sociology	2006	Unknown	0.34	B	1
Res Militaris	2010	Unknown	0	Unknown	1
Rose Series, American Sociological Association Press	2005	2008	Unknown	Unknown	1
Social Politics	2008	Unknown	0.8	Unknown	1
Sociological Research Online	2009	2012	0.45	Unknown	1
Sociology	2010	2012	1.81	Unknown	1
Strategic Organization	2006	Unknown	0	A	1
The Open Sociology Journal	2008	2010	Unknown	Unknown	1
Theory and Criticism	2005	Unknown	Unknown	Unknown	1
Transcultural Psychiatry	1997	Unknown	1.02	Unknown	1

#### 4.1.8.2 Participation in Scientific Conferences

Hebrew University president Professor Menahem Ben-Sasson once said that he expects all faculty to present their research results in scientific conferences at least twice a year, for the simple reason that presentations later turn into publications. To attain that standard, all Israeli university faculty can draw on a personal fund for academic travel of \$5,000 – \$8,000 per year, specifically intended to cover the costs of membership in academic societies, travel and accommodation for conferences – all in order to maximize the professional and public exposure of our faculty members' work. Practically, this resource allows

faculty members to travel two, and at most three, times per year. As the following data suggest, however, we have yet to reach Ben-Sasson's goal.

During the past five years, members of our Department have made 126 presentations in scientific conferences; one was invited as keynote speaker, five were plenary speakers, and three were panel discussants. Most of the presentations were paper presentations. 34% of the presentations were delivered in the United States – again testifying to the centrality of the American academic scene in our Department – while 26% were made in Israel. Of the remaining presentations, 10% were in the UK, 5% in Canada, and 23% across Europe.

In terms of the most popular association destinations, we regularly attend the annual meetings of the Population Association of America, the American Sociological Association, the Israel Sociological Association, the Academy of Management, the American Anthropological Association, the European Group for Organizational Science, and the British Sociological Association.

As the data indicate, Department members are active in terms of conferences but need to attend more conferences and present more frequently in order to meet the standard set by the University's president. While it is possible that some members did not report their academic presentations, or kept only partial records, the gap between Ben-Sasson's expectation and our performance is a challenge we must consider as a team and as individuals. As Ben-Sasson noted, presentations lead to publications; this may indeed explain why we have been publishing at a rate that is no better than Ben-Sasson's minimum standard for annual publication productivity.

#### **4.1.9 Sabbaticals**

Faculty members in the Israeli higher education system have the privilege of taking a sabbatical leave every seventh year. The aim of the sabbatical is to allow scholars an opportunity to visit international centers of excellence in order to network, engage with faculty, and find opportunities for collaboration. Essentially, the sabbatical seeks to “recharge” intellectual energies and to expand opportunities for scientific productivity and career advancement. By maintaining data on sabbaticals and their global traffic routes, we can assess the extent to which we effectively use this precious resource.

The partial table below, and others like it, show that our Department's members have spent 48 sabbatical periods (some as short as 2-month summer

visits) in 32 institutes. Surprisingly, most visited a specific institute (with very few overlaps, no more than two visiting the same institute; e.g. NYU, Berkeley, Madison). Our team utilized about 70% of their sabbatical leaves on American soil, while 11% spent it in the United Kingdom. Only one staff member spent sabbatical leave in each of the following: countries: Switzerland Sweden, Japan, Singapore, and Bulgaria, some on short visits. Although a sabbatical can be used in Israel, the Hebrew University sends an unspoken message that this should be done sparingly and only under exceptional circumstances. Following this logic, indeed, only two members spent their sabbaticals in the country.

Country	University	Score	Members	Total
United States	New York University	31	2	6
United Kingdom	London School of Economics	250	1	3
United States	University of California, San Diego	14	1	3
Israel	Hebrew University of Jerusalem	65	2	2
United States	Jewish Theological Seminary	0	2	2
United States	University of California, Berkeley	3	2	2
United States	University of Wisconsin-Madison	17	2	2
Canada	University of Toronto	24	1	2
Singapore	National University of Singapore	125	1	2
Sweden	Stockholm University	86	1	2
Bulgaria	Sophia University	0	1	1
Japan	Kyoto University	23	1	1
Japan	Waseda University	300	1	1

Almost 60% of the sabbatical leaves were spent in high-ranking institutions (the top 40 in the World Ranking of Universities), and 17% of our faculty members were able to secure sabbatical stays in top-10 schools. In contrast, they spent only 12% of their visits at institutions ranked lower than the Hebrew University (65). There are obvious disciplinary differences within our Department, a situation that favors area-based sabbatical destinations; and of course, there are personal circumstances that demand accommodation.

These data reinforce other indications pointing to our Department's clear American orientation; they also suggest that we use the sabbatical effectively and in congruence with HUJI's regulations and academic orientation. This is patently evident in the fact that most of our faculty members seek top universities to enrich their careers, which is precisely what the sabbatical is intended for.

Having the benefit of a sabbatical and choosing top destinations in which to spend that time is a factor in our Department's ability to remain current with contemporary research and theory in American sociology. We should encourage our younger faculty members to take advantage of this precious resource as early as possible, and should discourage them from aggregating sabbatical years for early retirement plans – which betray the public intention in funding this privilege.

#### 4.1.9.1 Hosting Post-Docs

Hosting post-doctoral students is part of a reciprocal international exchange of recent PhD students who vie for academic positions and need an interim period to augment their networks, gain professional support and training, and improve their publication record. This is an academic duty that is often reciprocated by unknown parties. Being chosen as sponsor for a post-doctoral candidate suggests that the applicant views the host as a pivotal figure in the department, one that is relevant for possible collaboration.

Our Department usually enjoys the presence of several post-docs each year. The Lady Davis post-doctoral program often brings 2-4 fellows, and our Ginzburg fellowship allows another one. Students who completed their PhDs at the Hebrew University are not granted a fellowship in our Department. This policy guarantees the whirling of candidates through the years. As the following table shows, in the past five years we hosted 9 post-docs, four of whom graduated from Tel Aviv University.

Student Name	Title	Start Year
Boas, Hagai	Tel Aviv University	2009
Dr. Michal Frenkel		
Gabay, Nadav	University of California, San Diego	2008
Dr. Michal Frenkel		
Keren Friedman-Peleg	Tel Aviv University	2008
Dr. Yehuda Goodman		
Merav Sadi Nakar	University of California, Los Angeles	2007
Prof. Gad Yair		
Ori Schwartz	Hebrew University of Jerusalem	2010
Dr. Michal Frenkel		
Ronit Waismal Manor	Cornell University	2005
Prof. Amalya Lumerman Oliver		
Tammy Sagive Shifter	Tel Aviv University	2002
Prof. Amalya Lumerman Oliver		
Yariv Feniger	Tel Aviv University	2008
Prof. Gad Yair		
Yuval Kalish	University of Melbourne	2006
Prof. Amalya Lumerman Oliver		

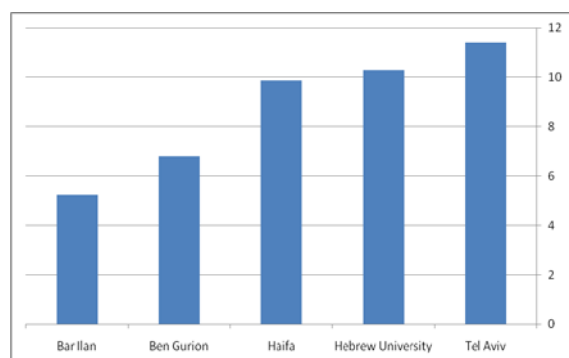
## 4.2 H-Index: Ranking Israeli Sociology and Anthropology Departments

During the past few years an index often used to assess academic units, journals or individual careers is the H-Index (Hirsch index). The H-Index measures the quantity and quality of scholarship with a single indicator. It measures the number of publications with at least the same number of citations. For example, an H-Index of 10 means that a scholar has produced ten publications, each of which has been cited at least ten times. A productive career, then, includes many publications and many citations in many publications (e.g., Pierre Bourdieu has an H-Index of 157, and the late S.N. Eisenstadt has an H-Index of 57). In order to assess our Department and place it vis-à-vis other Israeli departments of sociology and anthropology, we conducted a comparative check of all faculty members in the five departments at Tel Aviv, the Hebrew University, Haifa, Ben Gurion, and Bar Ilan. The data were run through the same filter on October 1-2, 2010, through the *Publish or Perish* database. Despite the many inaccuracies in the source data of P&P (google scholar), we assumed mistakes vary randomly. The data cannot exactly control for differential age distributions in the departments but, again, we assume that they are quite similar.

Tel Aviv University and the Hebrew University are the most productive in terms of number of Google-identified publications (1,162 and 1,004 respectively), ahead of Haifa (885 publications) and far, far ahead of Ben-Gurion and Bar Ilan (420 and 302 publications, respectively). As the table below suggests, the same order appears in the number of citations.

Citations	Documents	
13633	1162	Tel Aviv
13690	1004	Hebrew University
9943	885	Haifa
3363	420	Ben Gurion
2485	302	Bar Ilan

The chart at the right provides the ranking of the five departments in terms of the average H-Index of their faculty – maintaining the rank-order of the five departments in terms of total publications. The H-Index suggests that only Tel Aviv and the Hebrew University pass the





H-Index of 10, with Haifa closing in on the Hebrew University. Given that the H-Index is a summary measure of both quantity and quality, and given that it is not easily changeable, these differences present long-term trends that are likely to persist without sufficient and focused efforts to reform academic practices (in terms of quantity); a series of other factors is related to citations – some of which are manageable (participation in conferences, collaborations), but others of which are not.

It should be noted that the routes toward excellence taken by the universities in Tel Aviv and Jerusalem are very different from each other: Tel Aviv leads in comparative stratification research, while the Hebrew University leads in organizations and cultural anthropology and sociology. Those are long-term traditions that, again, are likely to cater for persistence of existing trends.

### **4.3 Visitors**

For the past two years we have been inviting international speakers to our Departmental seminar. The main aim of this strategy is to expose our graduate students to prominent scholars with new and alternative perspectives that may be difficult to gain solely from the Hebrew University or from Israeli universities as a whole. We decided to invest modest sums of money – mostly covering hotel stays in the city and catering for receptions – and target our efforts to attract a range of scholars doing innovative and important work. During the 2010 academic year, our seminar hosted Professor Peggy Levitt (Harvard), Professor Steven Brint (UC at Riverside), Professor Woody Powell (Stanford), Professor Matti Bunzl (University of Illinois), and Professor Michael Hechter (Arizona State University). The previous year we hosted Robert Liebman (Portland State University), Anna Geifman (Boston University), Steve Dubin (Columbia), Jill Corbin (Case Western Reserve University), and Mitchell Stevens (Stanford). In the two previous years we also had prominent visitors – George Ritzer (University of Maryland) and Russell Bernard (University of Florida) in 2008, and Ann Swidler (Berkeley) and Mark Regnerus (University of Texas, Austin) in 2007.

This approach has been successful and we have managed to increase the number of seminars given by American scholars from 2 each in 2007 and 2008 to 5 each in 2009 and 2010. We believe this active invitation policy offers an effective tool for exposing our graduate students and faculty to current work at American universities. We hope to continue this approach in future years and to further increase the breadth and quality of our seminar program by incorporating more foreign scholars into the regular program.

In addition, in the past three years we hosted Charles Liebman (Portland State University) and Ezra Zukerman (MIT) as visiting professors.

### 4.3.1 International Conferences

Organizing international conferences requires considerable investment, but can be a potential boon for a department. It provides an opportunity for focused discussions of research interests and it provides unparalleled opportunities for graduate students and faculty to augment their academic networks. This explains why we have invested considerable effort and resources, greatly facilitated by resources provided by the late S.N. Eisenstadt, on two separate occasions over the past four years to organize international conferences.

Organizing an international conference necessitates activating academic networks around an academic theme of broad interest. Funding is needed to cover international flights and accommodation, and the social and organizational skills of otherwise more introverted personalities are taxed. This was surely the case with the first of our two conferences, organized by Professor Gad Yair on the occasion of the Holberg Memorial Award to Professor S.N. Eisenstadt (2007). The conference theme, “Collective Identities, States and Globalization,” attracted six internationally renowned scholars (John Hall, Saskia Sassen, Bjorn Wittrock, Bernhard Giessen, Nina Witoszek, and Christian Joppke). It culminated in a book published in 2010 by the Magnes Press under the same title.



The second conference, again in honor of S.N. Eisenstadt and thanks to his financial support, was organized by Alex Weinreb and Dena Freeman in January 2010. Assistance with the conference organization was provided by Tal Kochavi of the Van Leer Institute in Jerusalem. The conference, under the theme “Salvation, Transformation and Modernity in Africa,” attracted 10 internationally renowned scholars (Jean Comaroff, Allan Anderson, Norman Long, Katherine Marshall, Charles Piot, Paivi Hasu, Ben Jones, Rijk van Dijk, Damaris Parsitau, and Eva Keller).

We have already mapped out two major events for next year: In late 2011, in collaboration with the Jerusalem Cinematheque, we will hold an international anthropological film festival. Planning has already begun and, to better prepare students, a course in Visual Anthropology will be offered by Rachel Romberg (February 2011). The coordinator of the film festival is Professor Tamar El-Or.

In addition, in 2012 our Department will serve as the coordinator of the annual meeting of the Israeli Sociological Association (ISS), under the leadership of Dr. Michal Frenkel. We view this event – usually held in February every year – as an opportunity to invite a few important guests to visit the University. The conference will take place in 2011. For the first time in the history of the ISS, the theme of the meeting, “Sociology between Multiculturalism and Culture Wars,” was decided one more than a year in advance, to allow for resource allocation and alliances with other international and local institutions. Part of the conference will be devoted to Jerusalem as a material incarnation of multiculturalism and culture wars. We will collaborate with several Jerusalem-based cultural institutions, such as the Cinematheque and art galleries, to enrich the conference content and secure broader attendance and greater involvement of top Israeli sociologists.

The Hebrew University of Jerusalem  
Department of Sociology and Anthropology

THE VAN LEER JERUSALEM INSTITUTE  
معهد فان لير في القدس

## SALVATION, TRANSFORMATION AND MODERNITY IN AFRICA: DEVELOPMENT NGOS AND PENTECOSTAL CHURCHES AS CONTEMPORARY AGENTS OF CHANGE

In Honor of Professor Shmuel Noah Eisenstadt

Wednesday-Thursday, January 6-7, 2010 at The Van Leer Jerusalem Institute

Wednesday January 6	Thursday January 7
<b>10:00-10:30 Greetings and Opening Remarks</b> Prof. Gabriel Motzkin, Director, The Van Leer Jerusalem Institute Prof. Gad Yair, Chair, Dept. of Sociology and Anthropology, The Hebrew University of Jerusalem Dr. Dena Freeman, Dept. of Sociology and Anthropology, The Hebrew University of Jerusalem	<b>10:00-11:30 Session IV</b> Chair: Prof. Don Handelman, The Hebrew University of Jerusalem Dr. Ben Jones, Dept. of Development Studies, University of East Angles <b>Different Trajectories: Pentecostal Churches and Development NGOs in Eastern Uganda since the 1990s</b> Dr. Dena Freeman, Dept. of Sociology and Anthropology, The Hebrew University of Jerusalem <b>Pentecostalism, NGOs, and Development in Southern Ethiopia</b>
<b>10:30-12:00 Session I</b> Chair: Prof. Gabriel Motzkin, The Van Leer Jerusalem Institute Prof. Jean Comaroff, Dept. of Anthropology, The University of Chicago <b>Pentecostalism, Populism, and the New Politics of Affect</b> Prof. Allan Anderson, Dept. of Philosophy, Theology and Religion, University of Birmingham <b>Varieties and Definitions in Studying Global Pentecostalism</b>	<b>11:30-12:00 Coffee Break</b> <b>12:00-13:30 Session V</b> Chair: Prof. Tamar El-Or, Dept. of Sociology and Anthropology, The Hebrew University of Jerusalem Dr. Rijk van Dijk, African Studies Center, Leiden University <b>Pentecostalism and Post-Development: Examples of Pentecostal Developmentalist Ideologies in Ghanaian Migrant Communities</b> Dr. Galla Sabar, Dept. of Middle Eastern and African Studies, Tel Aviv University <b>"The Jewish Rabbis have stopped protecting us... and the bad witches from home enter": Pentecostal African Migrant Workers in Israel – Entangled between Individuality, Capitalism and Personal Salvation</b>
<b>12:00-12:30 Coffee Break</b> <b>12:30-14:00 Session II</b> Chair: Dr. Irit Bak, Dept. of Middle East and African Studies, Tel Aviv University Prof. Norman Long, Dept. of Anthropology, Wageningen University <b>Interface Practices, Beliefs and Epistemologies: Exploring the Common Ground between Secular and Faith-Based Modes of Development. Thinking and Practice</b> Dr. Katherine Marshall, Berkley Center for Religion, Peace and World Affairs, Georgetown University <b>Development and Religion: State of the Field</b>	<b>13:30-14:30 Lunch Break</b> <b>14:30-16:00 Session VI</b> Chair: Prof. Steven Kaplan, Dept. of Islamic and Middle Eastern Studies and Dept. of Comparative Religion, The Hebrew University of Jerusalem Dr. Damaris Parsitau, Dept. of History and Religious Studies, Iganga University, Kenya <b>Agents of Gendered Change: Salvation, Social Transformation and Gender within Pentecostal Christianity in Kenya</b> Dr. Eva Keller, Dept. of Social Anthropology, University of Zurich <b>Thinking about History: Evangelical Christianity and Biodiversity Conservation in Madagascar</b>
<b>14:00-15:00 Lunch Break</b> <b>15:00-16:30 Session III</b> Chair: Prof. Victor Azarya, The Truman Institute, The Hebrew University of Jerusalem Prof. Charles Piot, Dept. of Anthropology, Duke University <b>West African Pentecostalism and the End of History</b> Dr. Paivi Hasu, Dept. of Systematic Theology and Dept. of Development Studies, University of Helsinki <b>Prosperity Gospels and Enchanted World Views: Two Responses to Socio-Economic Transformations in Tanzanian Pentecostal-Charismatic Christianity</b>	<b>16:00-16:30 Coffee Break</b> <b>16:30-18:45 Session VII</b> Prof. S.N. Eisenstadt, Dept. of Sociology and Anthropology, The Hebrew University of Jerusalem and The Van Leer Jerusalem Institute <b>Closing Remarks</b> Dr. Dena Freeman <b>Final Comments and Discussion</b>

Our faculty members have also individually organized conferences and meetings. In 2009 and 2010, three department members organized large conferences at the Van Leer Institute: “The New Manifestation of the Old Kibbutz” (Professor El-Or), “Body, Moral Discourses and Society: Theoretical and Implementational Issues” (Dr. Sigal Gooldin), and “New Trends in *Haredi* Culture in Israel” (Dr. Nurit Stadler). Professor Eva Illouz is organizing a 2011 conference in honor of political scientist Yaron Ezrahi.

We believe that our involvement in high-profile academic events will boost our Department's reputation in the academic and public world in Israel and beyond.

#### 4.4 Service and Leadership Positions

While the University's clear focus is on research, the very organization of universities requires faculty to serve in temporary leadership positions. At the Hebrew University, at least, such roles are not eagerly sought and are perceived as thankless obligations that must be met for the greater good of the institution. In most cases, leadership roles require experience (and rank) and are therefore deferred to the senior levels of one's academic career. From a departmental point of view, however, sending faculty to fill university-wide leadership roles depletes precious teaching resources; the possible deceleration in productivity must also be weighed. Nevertheless, the Department has a long tradition of producing deans (S.N. Eisenstadt, Mike Inbar, Erik Cohen, Nachman Ben-Yehuda, and Boas Shamir), and our members are often called upon by the administration to take leadership roles.

Although we have no comparative data for other departments, we are confident that our Department has contributed its fair share in sending faculty to serve in leadership positions. Of the 23 active Department members, nine (40%) have served HUJI in leadership positions outside the department. Up to last year, we contributed ten consecutive years of deanship of the social sciences faculty (Nachman Ben-Yehuda and Boas Shamir). We also contributed close to ten years with two deans for doctoral students (Eyal Ben-Ari and Yoram Bilu).

Rows: 4 Total Items: 23		
Service Type	Members	Total Items
Committee Chair	5	9
Prof. Gad Yair, Prof. Yoram Bilu, Prof. Eyal Ben-Ari, Prof. Vered Vinitzky-Seroussi, Prof. Michael Shalev		
Department Chair	6	7
Prof. Gad Yair, Prof. Nachman Ben-Yehuda, Prof. Boas Shamir, Prof. Michael Shalev, Prof. Eyal Ben-Ari, Prof. Amalya Lumerman Oliver		
Director	4	5
Prof. Amalya Lumerman Oliver, Prof. Gad Yair, Prof. Tamar El-Or, Prof. Eyal Ben-Ari		
Dean	2	2
Prof. Nachman Ben-Yehuda, Prof. Boas Shamir		

Five other members served as faculty- and university-wide committee chairs (e.g. instruction, fellowships) and University program directors (Michael Shalev, Tamar El-Or, Amalya Oliver-Lumerman, Vered Vinitzky-Seroussi, and Gad Yair).

This means that, at least for the past decade, the Department “sacrificed” up to two FTE, or close to 10% of its faculty, to Hebrew University leadership positions. This has had tremendous consequences on our budget (hiring replacements from our own budget) and has meant that our students have at times lost the opportunity to study with our top faculty. Nevertheless, we believe that our commitment to wider University tasks is worthwhile – certainly for the institution, and also for the personal development and future aspirations of some of our leading faculty members.

Furthermore, we are enthusiastic about the appointment of two of our members as honorary affiliates at overseas schools: Professor Vered Vinitzky-Seroussi with the Yale Program of Cultural Studies and Dr. Nabil Khattab with the Department of Sociology in Bristol, UK.

#### **4.4.1 Public Service**

Although the Department maintains a clear focus on research and teaching, we also value public service to the wider community, often referred to as “doing public sociology.” In the past three years Dr. Michal Frenkel was a member of a governmental committee to assess the extent to which state-run services are family-friendly; she is also a member of the advisory committee for the women’s lobby and an advisor for a committee on women's employability. Professor Eyal Ben-Ari was a member of the organizing committee for a public forum on “Religionization of the IDF” and a committee member on “Civilians in Military Action.” Professor Amalya Oliver-Lumerman volunteered in “*Babayit Beyahad*,” hosting young people without family in the country who come to Israel for their army training. Professor Gad Yair is the academic director of Yuval, a university-based high school for student dropouts, and a member of the academic committee of “*Perach*,” the national university tutoring program.

## 5. Departmental Policy Guidelines

In 2008-2010 we took several initiatives in Departmental policy:

**Teaching and student activities.** First, we decided to create a more flexible force of higher-quality teaching assistants: No external teacher is allowed to teach for more than three years; the position is offered as a temporary, quasi-post-doc framework for young PhD recipients. Most “quasi-tenured” teachers were let go and new teachers hired – for 2010-11, for example, we hired seven new teachers, creating turnover and variety in our course offerings. Second, teaching in the Department was mandated to have “degree separation” – neither MA nor PhD students can serve as teaching assistants for their peers. Third, members of the same family are not given teaching positions in the Department. Fourth, viewing our MA reform as our flagship program, we decided to prioritize changes in the program (thanks to Vered Vinitzky-Seroussi and Michal Frenkel, who pulled it together). Fifth, our students’ initiative in launching an internet magazine (*PikPuk*) intrigued us and we provided moral and technical support as necessary (thanks again to Michal Frenkel for sitting on the board). Sixth, we extended prior initiatives by students to have some kind of an annual meeting, mostly financially (Michal Frenkel, again).

**Instruction.** We decided that the term of the present Department chair would be devoted to issues of instruction. Every academic year we hold a joint “syllabus meeting” to discuss aims, standards and cross-references in our programs. Every new teacher submits his syllabus to the chair for quality control. In the past two years our “methodological team” met often to coordinate Methodology courses throughout the BA and MA programs. We also initiated an annual teaching assistants and new teachers’ induction workshop, with some professors joining voluntarily. We are the only Department to have done so, and we have opened our workshop to the entire Faculty of Social Sciences (thanks to PhD student Talia Sagiv). As part of this policy, we renovated our seminar room to include updated technology and teaching facilities. We now want to renovate another room to make it a “smart room” as well. Meanwhile, using available funds, we have been replacing two computers each year in our Shaine Research Center facility (serving MA and PhD students). This means that, on a rotating basis, we will be replacing all of them every three years. We have also installed *Atlas ti* software there to support qualitative researchers.

**Welcoming newcomers and supporting young scholars.** In an effort to welcome new faculty members more warmly, we decided to provide each one with new office furnishings on the first day of work; this policy is now routine (thanks to Revital Kamma, Agnes Arbeli and Dahlia Bar Nahum). Using funds from the Shaine Research Center, we developed a framework offering support for visiting post-docs to travel to international conferences, an initiative expanded last year to include doctoral students as well. In addition, a few MA students were awarded travel or summer school scholarships.

**Open atmosphere.** Beginning in May 2008, we created more opportunities for students to voice their opinions in different ways. Some of the efforts to democratize hearing arrangements (a public town meeting) worked for a year, but then stopped, mainly because of low turnout. The policy of an open atmosphere brought a few complaints to the University's attention (some cases of alleged sexual harassment). Other joint leadership structures (all ex-chairs sitting together to discuss major reforms) proved effective in the first year – the period charting the MA restructuring.

## 5.1 Department Webpage

The 2008 assessment committee found faults with our web-presence. Indeed, our old webpage was constructed some nine years ago and was no longer suitable for a modern department. We asked several companies to propose a working model for our web-presence but ended up investing in one of our own secretaries, Agnes Arbeli, whom we sent on a year-long course where she developed skills in webpage maintenance and in graphics. She then used these skills to build our new website – in both Hebrew and English. Over the past year we added several features – video integration with YouTube, for example – and Agnes has been updating the page without any delays. We also use CoolCite – a program developed at HUJI in collaboration with a start-up company – to organize our faculty pages; faculty members can use options to present their work while customizing the amount of information available.



Our user-friendly and dynamic introductory page provides prospective students with informative videos about the discipline, as well as a few peeks into the



intellectual discussions that motivate further learning. Our webpage provides links to most course syllabi, coming events and recent publications.

Work on our website is being constantly developed. In 2011, for example, we intend to present each faculty member by means of a 3-5-minute video that will allow prospective students and the public a glimpse into our research interests and teaching topics. In the future – given the time-consuming effort this requires – we aim to upload all the CVs of our emeriti faculty as well.

We realize that in two or three years we will have to redesign our webpage. This is why we are investing in our own team and encouraging constant updating and instruction in new technology and video-intensive applications. We believe that, given the scope of net technologies and their impact on young students, we must keep abreast of such developments in order to stay at the forefront of technology as applied to social and academic life.

## 5.2 E-Based Departmental Communication

For the past decade our Department has been using electronic means to disseminate information about events, meetings, fellowships, seminars and other academic activities. We use *Yahoo Groups* to manage two major lists: *sociohuji*, is the broader one, whose members comprise all faculty, including emeriti, and others on campus, as well as teaching assistants and external instructors (usually around 90 members); and *sociosegel*, our faculty-only list, including only those faculty currently active (plus those on sabbatical). The advantage of *Yahoo Groups* is that it keeps records of announcement activity and maintains an active and searchable archive of all messages.

As the following charts show, the Department keeps its various publics regularly informed. The chart to the right presents traffic information on the public group, showing that, on average, our group members receive around one message daily. Such announcements –

congratulating PhD awardees, inviting members to attend seminars and workshops, and disseminating information on fellowships and prizes – keep even those on the fringes of our Department well informed and privy to the latest news. This is an alternative means for the Department to maintain the important network of distanced collegiality.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2010	21	21	17	17	13	16	10	17	7	8	6	
2009	23	11	20	15	31	20	9	4	11	14	23	22
2008	16	21	22	13	25	22	14	8	17	8	19	32
2007	5	5	17	19	24	15	3	4	8	9	11	22
2006	15	2	7	3	11	6	4	1	5	7	8	12
2005	12	18	10	12	15	5	3	8	5	3	5	5
2004	14	6	10	19	29	14	5		3	12	5	14
2003	2	9	17	8	15	13	8	3	15	4	7	9
2002	18	19	18	30	16	21	28	13	14	16	17	18
2001	29	9	14	23	20	17	11	6	21	19	20	33
2000											4	27



The second chart on the right shows the traffic of announcements in our faculty-based group, *sociosegel*. Since Professor Michael Shalev's leadership (2000-02), the Department has continued to update faculty members on news and discussions that are only relevant to them. The period while Professor Zali Gurevitch was Department head is the only exception to this pattern.

Though these charts cannot attest to a Department's solidarity, they do provide evidence about the flow of information to faculty and to the broader public. We are now expanding this E-framework, inviting our graduates to be updated through a new group: *sociopublic*.

As part of our E-campaign we have also launched a Departmental *Facebook Group* (November 2010). We hope this new platform will help spread information about our activities and programs. Hopefully, it will be a cost-free vehicle to increase accessibility and exposure for would-be students from all over Israel.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2010	18	4	8	3	11	13	13	10	6	10	3	
2009	20	9	15	11	9	12	10		10	5	6	18
2008					4	12	6	14	14	10	13	10
2007		1	1		2		1					
2006	1			1			1					
2005	2	6	1	4	3						1	
2004	2	3	2	1	11	3	6		1	1	6	1
2003	9	9	9		10	5	3		2	2	2	2
2002	13	2	3	11	24	17	12		1	5	6	6
2001	35	2	10	5	2	6	3	2	5	4	8	17
2000											4	3



## **6 - The Self-Evaluation Process, Summary and Conclusions**

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

The Hebrew University initiated a systematic process of review and evaluation of all its units at regular intervals (usually each unit is evaluated every 5-7 years). Depending on the nature of the unit being evaluated, the review process relies either on external committees, consisting of internationally renowned experts in the reviewed field from leading universities abroad, or on internal committees (based on HUJI personnel) supplemented by one or two external members from other universities either in Israel or abroad. The mandate of the committees, as stated in the nomination letter, is to evaluate the unit's academic performance in teaching and research, and its standing within the field, in Israel and internationally. The committees are asked to identify areas of strength and weakness and to advise the University on ways to improve and develop the unit. To achieve that goal committees examine all aspects of the reviewed unit: the activity of faculty members in research and teaching, curricula, students' level, infrastructure, and administrative functions.

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

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

**6.3 Describe the methods used by the parent unit and the study program in its self-evaluation process, and what are your conclusions with regard both to the methods/the way it was performed and to its results?**

Professor Gad Yair was solely responsible for writing this report. He was assisted by the department's secretary in data preparation. Sections of the report were sent to all faculty members for approval, and a final meeting of review before the final draft was completed.

**6.4 Describe the consolidation process of the self-evaluation report, including its preparation and final approval (including a description of the contributions of staff members to the process).**

See section 6.3 above

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

Some of the issues mentioned in the report as needing attention are already being taken care of (for example the M.A. final exam undergoes significant changes; intensive examination of the M.A. study program is currently under way). Resolving other problems is not in the hands of the department. Some depend on the budget of the Faculty of Humanities (for example, equipping and renovating the teachers' rooms), while others on the university's and faculty's policy (for example, the department's future in light of the high retirement rate of staff members).

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

The Hebrew University regards transparency and accessibility of evaluation reports as essential to the 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.