



Committee for the Evaluation of Hebrew Language Programmes

**Tel-Aviv University
The Hebrew Language Programme
at the Department of Hebrew Culture Studies
Evaluation Report**

October 2012

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Chapter 1: General Background

At its meeting on July 25, 2010, the Council for Higher Education (CHE) decided to evaluate study programmes in the field of Hebrew Language during the academic year 2011 – 2012.

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

- Prof. Geoffrey Khan, Faculty of Asian and Middle Eastern Studies, University of Cambridge, England–Chair
- Prof. Shmuel Bolozky, Department of Judaic and Near Eastern Studies, University of Massachusetts Amherst , USA
- Prof. Jan Joosten, Faculty of Protestant Theology, University of Strasbourg, France
- Prof. Aharon Maman, The Department of Hebrew and Jewish Languages, Hebrew University, Israel
- Prof. Judith Olszowy-Schlanger , Department of Historical and philological sciences, Ecole Pratique des Hautes Etudes, Sorbonne, France

Ms. Alisa Elon - Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to submit the following documents to CHE:

1. A final report on each of the evaluated departments,
2. A general report on the state of the discipline in the Israeli higher education system, including recommendations to the CHE for standards and potential state-wide changes in the evaluated field of study.

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

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2010).

Chapter 2-Committee Procedures

The Committee held its first meetings on April 15, 2012, during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Hebrew Language Study programmes.

In April 2012, the Committee held its first round of visits with site visits to the Hebrew University, Tel Aviv University and the University of Haifa.

The second round of visits was carried out in June 2012 with site visits to Bar-Ilan University and Ben-Gurion University.

This report deals with the evaluation of Hebrew language studies at the Department of Hebrew Culture Studies at Tel-Aviv University.

In preparation of this report, the committee met with administrators, senior and junior faculty, and students at the bachelors, masters and doctoral levels. The analysis given below reflects the results of those meetings coupled with the information provided by Tel-Aviv University in its self-evaluation report.

The Committee's visit to Tel-Aviv University took place on April 18-19, 2012. The Committee thanks the management of Tel-Aviv University and the Hebrew Language Programme at the Department of Hebrew Culture Studies for their self-evaluation report and for their hospitality towards the Committee during its visit at the institution.

The schedule of the visit is attached as **Appendix 2**.

Chapter 3: Evaluation of Hebrew language studies at the Department of Hebrew Culture Studies at Tel Aviv University

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

Background

Tel-Aviv University was officially fully accredited by the Council of Higher Education in 1969. According to the institution's Self-Evaluation report, during 2010-11, there were 34,459 students enrolled at the university including: 20,600 B.A. students, 11,573 M.A. students and 2,286 Ph.D. students.

At Tel Aviv University the study program of Hebrew Language was established in 1956. In 2005 Hebrew Language studies at TAU were amalgamated into the newly established Department of Hebrew Culture Studies.

According to the university's self-evaluation report, the number of students studying Hebrew Language at the department during 2010-11 was as follows: 58 B.A. students, 27 M.A. and 14 Ph.D. students.

Mission and Goals

The mission of the study programme is well articulated. This is to provide students with first-hand knowledge of varieties of Hebrew from all chronological periods on the basis of direct access to textual sources and recordings of the modern vernacular language. In addition the programme aims to provide students with a range of linguistic analytical skills and knowledge of closely related Semitic languages, especially Arabic and Aramaic. A particular strength of the mission is to combine study of the literary forms of Hebrew and Aramaic from various earlier historical periods with the study of the modern vernacular forms of these languages. This enhances the quality and comprehensiveness of the programme, in that the vernacular forms are an important complement to the literary forms. It also answers the demand of a large number of students to study the vernacular and will increase recruitment to the programme.

A further component of the mission of the programme is to combine the descriptive and analytical study of Hebrew and related languages with the training of students in normative Hebrew with a view to preparing them for careers as school teachers or editors. This responds well to the wide demand in Israeli society for such training. It has various favourable results. The enhancement of normative training with descriptive and analytical study clearly will enhance the overall skills of professional teachers and editors. It was clear to the Evaluation Committee, furthermore, that many students enrolling in the normative training courses were attracted to the programme by the availability of a wide range of descriptive and analytical courses. This is demonstrated by the growing numbers of advanced students in the programme.

The mission of the programme fulfils the general mission of the Faculty of Humanities of breaking down traditional barriers between fields for the sake of revitalization and cross-fertilization. This is reflected particularly clearly in the aforementioned combination of normative training and descriptive and analytic study. It is also evident in the fact that all students are combining Hebrew language with a variety of courses from other programmes and departments. Of particular importance is the relationship of the Hebrew Language

programme with the courses of the Linguistics Department. The extent to which there has been a development of collaboration in research is less clear.

The range of courses available in the study programme indicates that the mission of the programme is being implemented. The courses include an impressive coverage of Hebrew of all periods, including the modern spoken language, courses in normative Hebrew and editing, as well as courses in written and spoken Aramaic. It is clear that every member of the tenured staff plays a crucial role in realizing the teaching mission and is contributing to the utmost of his/her ability. The teaching programme would lose a vital component and would not be able to fulfill its mission if it sustained any loss in positions. We strongly **recommend**, therefore, that the current tenured positions of the programme be maintained after the retirement of staff in the next few years ahead. Whereas it is clear that the programme fulfils the general aims of the mission of covering all periods of Hebrew, it seems to us that the coverage of the various periods is not equal. This inevitably results from the specialisms of the individual members of staff. A more in-depth coverage of some of the periods listed in their mission statement will only be able to be achieved by creating an additional tenured position. This would also create greater stability of the programme during periods of sabbatical leave of staff. The Evaluation Committee **recommends**, therefore, that an additional tenured position be assigned to the programme.¹

Administrative Organizational Structure. Content, Structure and Scope of the programme

The Hebrew Language programme at Tel-Aviv University used to be an independent department; for 6-7 years now it has been a semi-autonomous unit under the Department of Hebrew Culture, which consists of seven programmes: 1. Hebrew Language; 2. Semitic Linguistics; 3. Jewish Philosophy; 4. Bible; 5. Talmud; 6. Kabbalah and Hasidism; 7. Interdisciplinary Studies in Hebrew and Jewish Culture.

The tendency to merge small units into larger ones is quite common these days in universities worldwide. Larger units are considered strong by virtue of size. Some administrative costs are saved as well, though the savings are not large (sometimes none at all). There are academic considerations as well: increased collaboration between departments whose areas of interest and specialization partly overlap.

The merger offers opportunities for students to be exposed to related disciplines in a manner that widens their horizons, providing them with a broader perspective into their own areas of specialization. Also, Hebrew Language courses are now better populated as a result of the merger. The Evaluation Committee approves of the department requiring that all its first year students take introductory courses in some component areas. The merger also inspired teaching staff to come up with some successful innovations such as the new programme of interdisciplinary studies in Hebrew and Jewish culture, which for the student body is a welcome addition. The relatively recent track in MA editing and Hebrew style has also proven to be a success, and in part contributed to rise in enrollments at the graduate level.

There are, however, risks to the Hebrew Language programme in such a merger, notably the fact that in a broader structure the programme loses some degree of visibility and identity and the fact that new positions are allocated to the department rather than to its sub-units. At the time of the evaluation Hebrew Language had only 4.5 tenured positions, and 4 of the holders of these will retire within the next 4-8 years. The staff were worried about the future on account of the inherent vulnerability of individual programmes due to this allocation system. There are some concerns that the heavy administrative load carried by the

¹ Since the site visit and the drafting of the report the Evaluation Committee received the welcome news that such an additional tenured position has indeed been assigned to the programme.

4.5 faculty and its high demands reduce the time available to them for new initiatives and projects, as well as for their personal research.

The Committee would like to stress in particular the extremely high reputation that this programme has on the international scene. Outside of Israel there are no programmes that have a specific focus on Hebrew language and Semitic languages, rather these subjects are represented by isolated members of staff who are located within broader units. There is, therefore, no concentration of excellence as is found in the programme of Hebrew language in Tel-Aviv University and in other departments of Hebrew language in other Israeli universities. There is a danger that the merger could affect the programme's uniqueness, its international reputation as a centre of research excellence, and its attractiveness to students drawn to it by its reputation. A merger may also dilute the quality of teaching (by combining different student clienteles) and research (larger units will be reluctant to invest in very specialized areas). The Evaluation Committee **recommends**, therefore, that the unique identity of the Hebrew Language programme be robustly protected and not allowed to become dissipated within the broader unit of the Department of Hebrew Culture. The Evaluation Committee does, nevertheless, **recommend** further attempts to collaborate with other programmes and is of the opinion that such collaboration can be developed without administrative restructuring. The Committee considers it to be particularly important for the programme to continue to develop collaboration with the Linguistics Department in both teaching provision and research. These efforts should be mutual, with the Linguistics Department also being more open to collaboration. Some students report that they have indeed benefited from exposure to courses on theoretical linguistics, even if their main commitment remains philological.

The chairs of the seven programmes meet regularly, try to solve problems that affect some or all of them, and address needs that arise. They are also helped by the Head of Department, who facilitates inter-programme interaction, and who presents programme-specific and general departmental needs and concerns to the Dean.

The scope and content of instruction and research in the programme are commendable for their breadth and depth, and for reflecting the goals of the programme. As stated in the self-assessment report, the programme aims at imparting to students a first-hand acquaintance with a wide scope of Hebrew textual sources as well as with analytical tools for a philological, linguistic and critical inspection of these sources and their distinctive features, covering all chronological phases and varieties of the Hebrew language, from Biblical Hebrew to the different genres, sociolects and registers of modern Hebrew, from its renaissance and revitalization as a spoken language down to the present time. Thus, introductory and textual courses are accompanied with lessons in the fields of phonology, morphology, syntax, semantics and pragmatics. The Evaluation Committee noted that despite the small number of staff in the programme, there is a balance in the areas and disciplines they cover; two staff members are linguists/Hebraists who specialize in Modern Hebrew syntax and semantics/pragmatics, which is helpful to students interested in working on Israeli Hebrew.

The Evaluation Committee is impressed by the responsiveness of the programme of Hebrew studies and the way it is updated regularly. The creation of the 'Editing and Hebrew Style' tracks, both on the certificate and the MA level, is a big success. It not only proposes a professionalizing programme that answers a clear need in Israeli society, but also attracts new students to the Hebrew Language programme and introduces them to the academic study of Hebrew. Several students who came to the programme for the Editing track later stayed on to do a research MA (with thesis).

Teaching and Learning Outcomes

The teaching methods adopted in the programme are sound. Students are introduced to a wide range of subjects in the field. The core of the lessons consists of guided readings in a selection of texts, followed by philological and linguistic analyses. In advanced seminars students are guided in the analysis also of recordings of spoken language.

There are only three Teaching Assistants, corresponding on aggregate to approximately one post, to help with specific tasks such as the provision of assistance to students with special needs and the marking of linguistic proficiency texts.

The programme curriculum is coherent and well-structured. The teachers indicated to the Evaluation Committee that due to the small number of staff, they were unable to offer a number of courses that would be in principle desirable in a Hebrew language programme. These include medieval Hebrew. Although there is an elective course on medieval Hebrew grammarians, it is the opinion of the Evaluation Committee that a course introducing students to a wider range of medieval texts would enrich the curriculum and we **recommend** that this be introduced into the programme.

The only course requirements stipulated in the curriculum are the achievement of grade 85 in the first year in the courses in Hebrew grammar and Hebrew syntax and the obligation to take the course in phonology before undertaking the Rabbinic Hebrew course. The basic course on morphology, however, is taught in the same year as Rabbinic Hebrew, whereas it would seem to be more appropriate for this introductory course to precede the course on Rabbinic Hebrew.

Though the course load of the teachers is heavy, the quality of teaching appears to be generally very high. The students expressed their high degree of satisfaction with the programme and praised the devotion of their teachers, the individual guidance they have received from them and the good training and skills they receive in the course of their learning. The students find it particularly helpful that they can have direct access to their teachers. They indicate that the level and effectiveness of the teaching offered by the programme compares favourably with what they have experienced in other departments. The number of MA students is impressively high, which appears to be largely the result of the fact that students are attracted by the quality of the teaching.

The data shown to the Evaluation Committee indicated that the level of the students was generally high and that the students possessed the skills required for admission to the various programmes that were offered. BA students are generally well prepared by the programme for their MA studies.

As regards assessment and improvement of the quality of teaching, the self-evaluation report describes in detail the activities of the 'Centre for the Advancement of Teaching'. These activities are meant to ensure high quality teaching, fair evaluation of students' learning, efficient response to any problem related to students' learning and the supply of reliable information within a reasonable time frame on all issues related to students' learning. The Centre runs an official teaching evaluation at the end of each course, tutorial, and seminar. The ratings of the survey and comments offered by students are analysed by the Centre and reported to the teachers. These reports are also sent to the Head of the Department of Hebrew Culture and to the Head of the Hebrew Language Programme. The latter is also supplied with a 'Problematic Teachers Report' as well as an 'Excelling Teachers Report' (specifying teachers rated in the upper 20% of the Faculty). The students' rating is also supplied on request to the Promotion and Tenure Committees. In addition to coordinating the evaluation process, the Centre runs training sessions relating to teaching.

The Head of the Programme regularly meets with students' representatives to discuss problems encountered in their studies. The minutes of these meetings are reported to the Dean.

Outstanding teachers may receive the Rector's Prize for excellence in teaching. Two lecturers of the unit under consideration have recently been declared 'outstanding lecturers'.

New teachers receive guidance from the senior experienced teachers regarding teaching methods, the preparation of courses, course assignments and examinations. The Head of the Programme also attends selected classes and subsequently conveys constructive suggestions to the teacher.

Written examinations, written course assignments and, when appropriate, presentations and seminar papers, are used to measure the learning achievements of students.

The Evaluation Committee commends these arrangements and procedures.

Students

Admission requirements for the BA in the Hebrew Language programme are the same as those of the TAU Faculty of Humanities in general: high school graduation with a matriculation certificate, psychometric score of 450 or more, and 'average level' or better in the English part of the psychometric test. Admission to the MA requires a BA in Hebrew language (at TAU or elsewhere) with a minimum grade of 80. There is an additional required examination and an interview for the MA in editing. Students with a BA in other subjects may be required to take additional courses in Hebrew language (up to 38 weekly hours of one semester).

Admission to study for PhD requires a research track MA with an average grade of at least 80 and a thesis grade of 85.

The mean psychometric score of students admitted to the BA in Hebrew language (between 570.85 and 595.69 over the last five years) is significantly higher than the threshold fixed by the Faculty of Humanities. The average matriculation score of the students is high too (between 96.01 and 98.67). This fact appears to reflect the exacting nature of the Hebrew Language study programme. While the programme does not set additional requirements for admission, it does require a grade of 85 in the elementary first year courses 'Hebrew grammar' (the examination of which notably reflects competence in vocalization of modern Hebrew texts) and 'Hebrew Syntax'. This requirement in effect serves as a filter turning away weaker students.

Although there are no precise data on the drop-out rates for the Hebrew Language programme specifically, the data available for the Department of Hebrew Culture may be estimated to be proportionally similar to those of the programme. These data indicate a drop-out rate of around 40% in 2007 and a gradual decrease to around 5% in 2009-2010.

Drop-out is due to several factors. Some students simply switch to other subjects or programmes within TAU. Others are unable to rise to the challenge of the examination in 'threshold' courses such as those on Hebrew grammar and syntax. When a student does well in other courses and is motivated, tutorial support is offered for such threshold courses as well as the possibility of retaking the exams. The Hebrew Language programme involves a relatively small number of teachers and students and there is a tradition of non-formal staff-student contact that functions well in identifying specific circumstances that might hinder a student's progress and in finding solutions. It seems that it is thanks to such initiatives that the Hebrew Language programme has not suffered recently from a significant decrease in the number of students.

Despite their small numbers, the staff of the Hebrew Language programme have introduced several new courses in response to the needs of students and as a measure to attract more students in the current national climate of diminishing recruitment of undergraduates in the humanities. They have been particularly successful in increasing recruitment by the introduction of a new course in language editing, which is carefully planned and efficiently run. This new course, which offers a practical certificate in editing,

has attracted significant numbers of students. It is particularly commendable that these students are not isolated but have been encouraged to join classes in the regular Hebrew Language programme curriculum. This has stimulated many to pursue their studies further at MA level. This initiative was one of the reasons for the significant increase (c. 40 %) of the students enrolled in the Hebrew Language programme MA and PhD studies.

The Evaluation Committee commends the Hebrew Language programme's handling of admissions and drop-out, geared as it is toward the double objective of maintaining a high academic level and attracting and keeping as many students as possible.

Generally, the level of satisfaction of the students with regard to the study programme and its activities is very high. Complaints of the students can be expressed directly to the secretary, to the teaching staff or to the Head of the programme, and are taken seriously. The students appreciate the friendly atmosphere within the study programme and have a very high opinion of their teachers.

One point of frustration among BA students is the lack of flexibility with regard to the timetable. Most of the courses take place during the day (sometimes beginning early in the morning) and require the presence of the students at the university. It is almost impossible to combine this with a day job. The Evaluation Committee **recommends**, therefore, that attempts be made to offer more flexibility in timetabling of classes to make it easier for students with day jobs to attend. This would ensure that the maximum number of students would benefit from teaching and contact with teachers.

MA and PhD students are very satisfied with the academic level of the study programme. Some graduate students are involved in research projects of the teaching staff. All of them are invited to the Hebrew Language graduate seminar. Some PhD students would be happy to have a wider offer of courses relating to their specific field of research. There are no formal training sessions for PhD students on methodology. Due to the small number of teaching staff, some MA students are not able to find a supervisor who works in the field of their interest. The Evaluation Committee **recommends**, therefore, that the programme staff take into account the research interests of graduate students in future strategic planning of staff appointments.

The financial support for graduate students is poor. Practically all MA and PhD students work on the side in order to make a living. Grants and scholarships are available, as are part-time jobs in teaching and research, but they do not provide a sufficient income.

Alumni of the Hebrew Language programme are invited to events such as conferences and guest lectures. In addition, many informal relations exist between the programme and the alumni. Alumni of the 'Editing and Hebrew Style' programme work together and have even set up a regular meeting allowing them to compare notes and further one another's careers.

Academic staff

The Hebrew Language programme has four full time senior tenured staff and one senior tenured staff member who is employed 50% in the Hebrew language programme. In addition, the programme employs two junior non-tenured staff members, on contracts corresponding respectively to 69 % and 44 % of full employment. These non-tenured members are employed on the basis of a 12 month contract renewed every year. In addition, there are nine adjunct non-tenured lecturers, whose teaching load ranges from two hours per semester to 25 % of full employment. Most adjunct lecturers are responsible specifically for providing teaching for the Hebrew editing programme.

The numbers of senior tenured staff in the Hebrew Language programme decreased dramatically in the past few years due to the budget cuts in the University. Despite the reduction in numbers of staff, the teaching programme is covered very well and very competently taught.

It should be noted that most of the teaching in the successful editing course and some of the core teaching of the Hebrew Language programme are provided by external staff. There are, in fact, nearly twice as many external staff as tenured staff employed in the Hebrew Language programme. This is a risk for the stability of the programme in the future and the Evaluation Committee **recommends** that a greater extent of this core teaching is taken over by tenured staff. It is recognized that this can only be achieved by the creation of an additional tenured position in the programme.

The Evaluation Committee was happy to learn from the Rector that he was fully aware of the importance of the Hebrew Language programme and of its difficulties and is committed to supporting this field, notably through the replacement of retirements and further development.

Appointments, regulations and procedures.

Tel-Aviv University now has a clear policy of maintaining and indeed increasing the number of tenured posts to reverse losses sustained during the recent years of financial austerity. However, the present recruitment system functions in a way which may not insure that the replacement of retiring staff is targeted to a specific field. The recent changes and administrative rationalization of the University and of the Faculty of Humanities and its various departments resulted in efficiencies in administration and stimulated the creation of some general interdisciplinary courses at the level of 1st year of the BA. However, in the case of the Hebrew Language programme, this development added an additional level in the process of decision making. In consequence, the distribution of the available senior positions is decided at the level of the department of Hebrew Culture rather than at the level of the programme. The Evaluation Committee is of the opinion that it is essential for the future of the Hebrew studies in Tel-Aviv University that the replacement of the retired staff is targeted specifically to the Hebrew Language Programme and strongly **recommends** that this policy of filling of vacancies take place.

The teaching staff are satisfied with the level and commitment of the students and enthusiastic about their teaching and research work. They feel that they would like to develop new directions in teaching and research, open new more specialised options, especially at the MA level. The desirability of such developments is stressed also by the students. The junior and adjunct lecturers are satisfied with their status despite its lack of stability and indicate that they feel fully integrated into the Hebrew Language programme and its teaching. However, the Evaluation Committee identified a number needs. A particularly important need is for an increase in the number of small group tutorials, particularly to give additional support to students in their first year of BA studies who are in danger of not being successful in their first year qualification examinations. We **recommend**, therefore, the allocation of resources that would allow an increase in hours for small group tutorials, especially at the BA level.

Technical and administrative staff

The Programme of Hebrew Language is serviced by the administrative staff of the Department of Hebrew Culture. The administrative staff are working with impressive efficiency and are ensuring that the activities of the programme run smoothly. The relationship of the administrators with both the staff and the students is very good. This is one of the factors that has helped create the friendly atmosphere in the programme.

Infrastructure

The infrastructure appears to be adequate for the purpose of carrying out the teaching programme. Despite budgetary constraints, the library facilities appear to have been kept updated sufficiently for the study and research needs of students and staff by careful strategic planning. The fact that tenured staff members do not have their own private workspace is regrettable, since this reduces their ability to work on their research in TAU.

Research

The research of the tenured members of staff is of the highest international quality. Each member of tenured staff is recognized as a leading scholar in his/her respective field. It should be stressed that the research specializations of many members of staff are virtually unique within Israel and complement the research in other Israeli universities. The high quality of research is reflected principally by the substantial publication outputs of the tenured staff, which is the most important measure of research excellence in the Humanities. The staff have also an impressive record of success in raising research grant income. All staff in the programme regularly have contact with scholars in their field in other universities in Israel and abroad and most have developed collaborative relationships that have enhanced their work. It is clear that the research specializations of the staff have a major positive impact on the teaching programmes. This is not only an incentive for students, who are clearly inspired by being taught by experts in the field, but also provides important training for the next generation of researchers in the fields concerned.

There is evidence that students of all levels have some involvement in the research projects of staff members. Of particular importance is the Corpus of Spoken Israeli Hebrew project, which has been used by some members of staff as a source of teaching and as research material for graduate students. Formal employment of advanced students as research assistants depends on research grants. A more stable source of funding for research assistants in the form of a research institute would be desirable, since this would give welcome support to advanced students and increase the quality of the research environment of the programme. We **recommend**, therefore, exploring the possibility of setting up a research institute for support of research in the Hebrew language programme.

Self Evaluation

The self-evaluation process was clearly taken seriously at all levels of the university. It was abundantly evident that the preparation of the self-evaluation report by the programme was regarded as a positive experience and all members of tenured and adjunct staff collaborated in its preparation. The preparation of the report was also supported by the Department of Hebrew Culture and its administrators as well as by various central bodies in the university. This reflects a joined-up approach in the university to offer support and control quality.

Summary

The Hebrew Language programme is a centre of international excellence in a field that is of national importance in the State of Israel. The standard of teaching and research is very high. There is no concentration of excellence outside of Israel as is found in this programme in Tel-Aviv University and in departments of Hebrew language in other Israeli universities. The Evaluation Committee commends the staff of the programme in particular for their impressive efforts to adapt to the difficult circumstances over the last few years. It is essential to allow the staff members to work in the atmosphere of confidence that their work will

continue in future years. The specific **recommendations** of the Evaluation Committee are as follows:

1. It is essential for the current tenured positions of the programme to be maintained after the retirement of staff in the next few years ahead and to be further consolidated by an additional tenured position.²
2. The allocation of replacement posts after the retirement of staff from the programme should be made directly to the Hebrew Language Programme.
3. The unique identity of the Hebrew Language programme must be robustly protected and not allowed to become dissipated within the broader unit of the Department of Hebrew Culture.
4. Further attempts should be made to collaborate with other programmes without administrative restructuring, especially the Linguistics Department, in both teaching provision and research. These efforts should be mutual, with the Linguistics Department also being more open to collaboration.
5. A greater extent of the core teaching of the programme should be taken over by tenured staff consequent upon the programme being allocated an additional tenured position.
6. A course introducing students to a wider range of medieval texts should be introduced into the programme.
7. Additional resources should be allocated to the programme that would allow an increase in hours for small group tutorials, especially at the level of BA.
8. Attempts should be made to offer more flexibility in timetabling of classes to make it easier for students with day jobs to attend.
9. The possibility should be explored of setting up a research institute for support of research in the Hebrew language programme.

² Since the site visit and the drafting of the report the Evaluation Committee received the welcome news that such an additional tenured position has indeed been assigned to the programme.

Signed by:



Prof. Geoffrey Khan, Chair



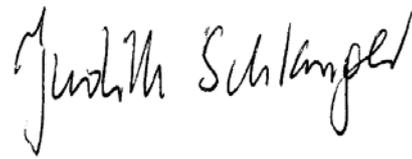
Prof. Shmuel Bolozky



Prof. Jan Joosten



Prof. Aharon Maman



Prof. Judith Olszowy-Schlanger