

החלטת המועצה להשכלה גבוהה מיום 11.6.13 :

דוחות הוועדה להערכת איכות בתחום הספרות העברית

- המועצה להשכלה גבוהה מאמצת את המלצת ועדת המשנה להבטחת איכות מיום 9.6.13, בעניין דוחות הערכת האיכות בספרות עברית, ומחליטה כלהלן :
1. להודות לוועדה להערכת איכות בספרות עברית בראשות פרופ' ארנולד בנד על עבודתה הרבה והמקצועית.
 2. לאמץ עקרונית את דוחות ההערכה של הוועדה.
 3. לפרסם את דוחות ההערכה ותגובות המוסדות באתר האינטרנט של המל"ג.
 4. לבקש מכל מוסד להגיש עד **חודש דצמבר 2013** תכנית פעולה ליישום המלצות הוועדה הנוגעות אליו (כולל לו"ז), כמפורט בדוח הוועדה ובנספח המצ"ב.
 5. לבקש מכל מוסד להגיש עד **חודש דצמבר 2014** דוח ביניים אודות יישום תכניות הפעולה הנזכרות בסעיף 4 לעיל.
 6. לקיים מפגש עם כל ראשי המחלקות לספרות עברית בארץ לשם דיון בהמלצות הוועדה המופיעות בדו"ח הכללי.
 7. לאור הבעיות המיוחדות בחוג באוניברסיטת תל-אביב, ועדת המשנה להבטחת איכות תקיים מפגש עם הנהלת האוניברסיטה והחוג לספרות כדי לדון בסוגיות השונות שעלו בדוח ועדת ההערכה.
 8. המל"ג תקיים דיון כולל במדעי הרוח, לרבות בלימודי הספרות העברית.

הנספח להחלטת מל"ג בנושא דוחות הוועדה להערכת איכות בספרות עברית – עיקרי ההמלצות בדוחות הוועדה, מצורף להלן.

נספח להחלטת מל"ג בנושא דוחות הוועדה להערכת איכות בספרות עברית – עיקרי ההמלצות בדוחות הוועדה

הערה: אנא שימו לב לכך שההמלצות להלן מופיעות בסוף כל אחד מהדו"חות הפרטניים. יצוין כי בנוסף להמלצות אלו נדרשת תשומת ליבכם גם להתייחסויות השונות ולפירוט ההמלצות וההרחבות המופיעות לאורך הדו"חות.

אוניברסיטת בר-אילן

1. The inclusion of teachings of Jewish literatures in other Jewish languages: Judeo- Arabic, Judeo-Persian, New Aramaic, and the teaching of literature by Jewish authors in European languages.
2. The institution of a requirement that every student of Hebrew literature attains a degree of proficiency in another Jewish language, and familiarity with its literature.
3. If necessary, the above recommendations can be accomplished in cooperation with other appropriate departments at the university.
4. The syllabi of courses in Jewish literature should include scholarship regarding the influence of other literatures and cultures on Jewish writers and poets.
5. The historical (diachronic) orientation toward Jewish literature would be complemented by a synchronic orientation that examines literary works in their relation with other contemporaneous works.
6. The construction of clear divisions within Hebrew literature, based on historical or generic parameter, or both, that enable students to special in some areas of the field, and gain adequate, albeit more superficial knowledge in others.
7. The separation between beginning and advanced students in undergraduate classes. In particular to avoid having beginners and graduating students in the same classes.
8. The development of a curriculum that offers student a consistent range of courses that covers Hebrew literature systematically from its earliest to its most recent periods, both in prose and in poetry. The gaps in the representation of writers of the Jewish Enlightenment, the Jewish Renaissance, the Zionist literature, the Hebrew modernism, and up to more recent "Dor ha-Palmah" and "Dor ba-Aretz" should be filled.
9. A similar attention should be given to early Jewish literature of the midrash, medieval writings, and medieval religious and secular poetry, as well as Hasidic literature.
10. The teaching of these courses should be distributed among faculty of all ranks. It is strongly recommended that senior faculty teach introductory courses, and junior faculty teach advanced courses that pertain to their research interests.
11. The Yiddish and Ladino sections require advanced MA courses.
12. To increase the number of courses in literary theory, and to increase attention to literary theory in the courses that focus on particular authors, periods and genres.
13. The establishment of counseling system in which faculty members will guide students in their course selection, following their needs and interests.

14. To institute greater transparency in the promotion process, supplemented by a mentoring system in which senior faculty members counsel their junior in their scholarly career development.
15. To give greater weight in the promotion process to scholarly publications in Hebrew, and to drop the apparent requirements that 40% of a candidate's scholarly publications will be in a European language.
16. To avoid age discrimination in promotion, instituting a policy that none is too young or too old to merit a promotion.
17. To make research, travel, and translation funds to faculty members, and in particular to junior scholars for whom external resources are not available.
18. To avoid intellectual inbreeding and to institute an open recruitment policy that will bring into department young scholars who trained in other universities in Israel and abroad.
19. To correct the imbalance in the teaching load in such a way that more senior faculty members will teach introductory courses, and more junior faculty members will teach advanced courses and seminars. Such a course distribution should be a departmental policy.
20. To limit the number of doctoral dissertations a faculty member can supervise at the same time.
21. To offer greater job security to the adjunct faculty members, and not subject them to cycles of job terminations and renewals.
22. To maintain the high level standards for admittance, even at the cost of the prospects of the admittance of fewer students in the foreseeable future.
23. To limit the number of doctoral students, ensuring an adequate faculty supervision of their dissertations, and a transparent competition for financial awards in support of doctoral research and writing
24. To institute faculty counseling of students regarding their course selection, the structure of their individual curriculum, and to minimize reliance on electronic information.
25. To establish a formal organization of the Department's alumni, and with the financial support of the University, to maintain contact with them, through e-mail communications, regular meetings, conferences, work-shops, and lectures by faculty members who could report about advances in the study of Hebrew literature.
26. The implementation of a corrective measure in sharing the teaching load between junior and senior faculty members, that will enable younger scholars to complete their individual research projects.
27. The department should introduce a synchronic paradigm in research, which will complement the diachronic approach that is dominant in the Department.
28. The Hebrew literature library should either be moved to the main library or have its own building equipped with up-dated functioning modern technology.

האוניברסיטה העברית בירושלים

1. To invite above all academic authorities, faculty members and administrators to strive to recover the unique character of this Department in the previous years, caring in particular.
2. To pay attention to several unattended periods and areas.
3. To pay attention to the cultural and linguistic background of Hebrew Literature through the ages.

4. To try to return to the levels of excellence and pluralism that were characteristic of the previous generations.
5. To search for ways of attracting again the best students.
6. If it is possible, the faculty should offer separate introductory courses for the students of the Department of Hebrew literature. The Committee believes that crucial introductory courses should be taught by the more experienced and accomplished senior staff.
7. The department should offer courses on Hebrew Poetry in Italy, on Hassidic and Haskalah literature and Post-Haskalah Modern Hebrew literature, including the literature of the pre-state and state periods.
8. The department should offer a more balanced presentation in the courses of medieval Hebrew literature, with a deeper study of secular poetry and narrative, opening these studies to a greater number of students.
9. The department should integrate the historical, theoretical and comparative perspectives on Hebrew literature, making them the object of deep reflection for faculty members and students. The Committee encourages the study of the languages, history, literature and culture of the areas in which Hebrew Literature was written through the centuries.
10. The Committee considers that introductory methodology courses for beginning graduate students are essential for the development of the intellectual coherence of the graduate program.
11. To limit the number of doctoral and master's students under the responsibility of senior staff.
12. Key introductory courses should not be left under the sole responsibility of young lecturers.
13. The medieval literature is characterized as multi-face literature (religious poetry, secular poetry, love poetry) In consonance with the tradition of the HUJI, a more pluralistic tendency would be desirable, in particular in Medieval Literature, covering more diverse areas, and open to members of the faculty regardless their cultural background.
14. It would be of primary importance to create positions for all the abandoned fields of Hebrew literature.
15. It seems necessary to improve the precarious situation of most young faculty.
16. It is obvious that a concerted effort must be initiated now to prepare for the future. The norms for promotion should be clarified. The present lecturers must be inspired to advance as rapidly as possible to the professorial rank. They should be encouraged to participate fully in the intellectual life of their disciplines through publications, spending time in other Universities and participating in scholarly conferences in Israel and abroad.
17. When new positions are made available, the best possible candidates should be engaged, and not necessarily those who have been trained in the Hebrew University. In general, given the likelihood that the Humanities in general will not be as well supported as they should be, cooperation with the other universities in the country should be encouraged.
18. To try to increase the number of good undergraduate and graduate students without diminishing the exigencies of the Department.
19. To make public the need of meeting the critical challenges that confront the system of higher education in Israel today and the lack of familiarity of the students with the literary and cultural richness of the Jewish people.
20. To pay special attention to MA and PhD students, offering them a methodological guide and an adequate personal tutorship, and providing

them grants and tools for becoming researchers, with the hope that some of them will assure the future of the Department.

21. To foster the good relations between the alumni and the university.
22. To take into consideration alumni's experiences and opinions.
23. To continue the same lines of high quality research in the best tradition of this university.
24. To maintain this organizational structure that has proved to be successful.
25. To try to improve the infrastructure of the Department with larger rooms for Faculty, staff and classes.
26. Improving the situation of the secretariat should be a priority.
27. To enhance the importance of Hebrew Literature as an expression of Hebrew Culture, giving it the central position that it deserves. The Committee thinks that the present and future of Hebrew literary studies are at a very difficult moment and that urgent solutions are needed. The Hebrew University and the Faculty of Humanities should demonstrate more concretely the importance they say that they attribute to Hebrew Literature.
28. To take particular care to cover the areas where consecrated Professors are retiring now or in the next few years, assuring the continuation of their academic efforts.
29. To increase the possibilities of promotion of young Faculty, covering the gap between the two generations, in order to ensure the future of the Department. It should. Not however, foster inbreeding, since it should be attracting the best professionals from other Universities.
30. To foster the best preparation of the coming generation of Faculty from an open and pluralistic perspective, making easy the learning of languages and other cultures (the background of Hebrew Literature), favoring residence in other universities and the participation in conferences.
31. To assure that important general courses are taught by Senior Faculty.
32. To avoid the fact that Senior Faculty have to be tutors of too many PhD students.
33. To accept for the promotion of young Faculty publications in Hebrew, recommending at the same time to try to be recognized in the academic world with publications in other languages.
34. To improve the collaboration with other Universities in Israel and abroad, sending students to other recognized centers and accepting the credits from those institutions.
35. Some unattended areas of Hebrew Literature should be urgently covered in the Department. Among them, especially, literature in Italy during the Middle Ages and the Renaissance, Hassidic literature and the literature of the time of the Haskalah. In the area of medieval literature, more attention should be paid to non-liturgical forms of literature, with a more pluralistic perspective. If it is necessary to bring new specialists for these areas, the University should take care of it.
36. Not to let decline the level of general courses due to the need of attracting more students, leaving aside the students of Hebrew Literature.

1. The department should increase the offerings in Midrash, and Medieval Hebrew especially of the Renaissance and Baroque period.
2. We recommend that the faculty/university consider expanding the choice in courses in Bible and Second Temple Literature. Since the lack in these courses ultimately affects the Hebrew Literature Department, too.
3. Introductory courses should be taught by senior staff.
4. We recommend that Seminar courses should be introduced earlier in the degree program, probably in the second year.
5. There should be a seminar for doctoral students offered.
6. The faculty should admit only the best students for "Creative Writing" program.
7. Entrance requirements should be raised.
8. More preparatory courses in Hebrew should be maintained to the students whose Hebrew is not their mother tongue.
9. Revision should be made on the "Targilim"(content and teachers).
10. The department should encourage its students—on all tracks—to avail themselves of the course offerings in the Faculty of Humanities, specifically for the purpose of studying the Hebrew Bible, the Mishna, the Talmud, the midrashim, and a thousand years of Hebrew homiletically and ethical writing. We urge the department to take responsibility for the acquisition of Judaic literacy, something in short supply in the Israeli educational system, as key to achieving Modern Hebrew literacy.
11. The retirement of full professors needs to be replaced with younger scholars. The recent retirement of Prof. Dvora Bergman, Tova Rosen and Iris Parush has been dispiriting. Some replacement has been made, as in the case of Dr. Amir Banbaji.
12. It is obvious that a concerted effort must be initiated now to prepare for the future. The present lecturers must be inspired to advance as rapidly as possible to the professorial rank. They should be encouraged to participate fully in the intellectual life of their disciplines through publications and participation in scholarly conferences. When new positions are made available, the best possible candidates should be engaged, and not necessarily those who have been trained in Ben-Gurion University. In general, given the likelihood that the Humanities in general will not be as well supported as they should be, cooperation with the other universities in the country should be encouraged.
13. It is obvious that the department cannot operate well without additional funds to finance the proper teaching positions to replace those lost. The assignment of so many introductory courses to junior faculty is an obvious sign of financial straits.
14. When seeking to replace retiring faculty with new blood, priority must be given to reinstating the teaching of medieval Hebrew poetry and the literature of the Haskalah.
15. To establish a formal organization of the Department's alumni, and with the financial support of the University, to maintain contact with them, through e-mail communications, regular meetings, conferences, work-shops, and lectures by faculty members who could report about advances in the study of Hebrew literature.
16. Given the general impressive progress in the development of the Department of Hebrew Literature at Ben-Gurion since 2000, precisely when departments in other Israeli university were starved for funds and were not allowed to replace retiring faculty, we strongly urge all the various factors of

the university continue their wise support of the Department of Hebrew Literature. By this we mean the administration in all its ranks, the chairpersons of the Department, and the faculty themselves.

17. We understand that students have to pay for courses above those required in the curriculum. This seems to us counterproductive to any sensible educational goals. We should encourage eager and ambitious students, and not penalize them. This recommendation is relevant not only to Ben-Gurion University but to all the other universities in Israel.
18. Finally, the administration of the university should not be allowed to forget that the Department of Hebrew Literature in Ben-Gurion University, or any other university in Israel, must fill a national mission: the study and fostering of the national Hebrew culture. The Dean of Humanities, in particular, should be aware of the unique intellectual enterprise he has in this department and should do everything to nourish its continued growth.

אוניברסיטת תל-אביב

1. The department should encourage its students—on all tracks—to avail themselves of the course offerings in the Department of Hebrew Culture Studies, That is where students can acquire first-hand exposure to the Hebrew classics. The Department of Literature, in short, should assume responsibility for the acquisition of Judaic literacy, something in short supply in the Israeli educational system, as key to achieving Modern Hebrew literacy.
2. Currently, the department has a Teaching Committee whose job it is to respond to student needs and complaints. We recommend that the department create a Committee on Instruction, whose job it will be to coordinate and supplement course offerings from across its various constituencies. Among its responsibilities will be to:
 - (A) Eliminate the duplication of syllabi;
 - (B) Create an Introduction to Hebrew Classics analogous to the obligatory Introduction to Western Classics;
 - (C) create a 1st-year MA seminar in Hebrew Literature and Israeli Culture analogous to the one that now exists in the track of Comparative Literature and Literary Theory; and
 - (D) Introduce an obligatory course on scholarly writing.In addition, this committee should plan ahead, so that in the semester that an elective is being given on Isak Dinesen's art of storytelling, for example, a parallel elective course be offered on Agnon's art of storytelling. Instead of proceeding on parallel tracks that meet only by chance, if ever, the Committee on Instruction should be empowered to create a truly coordinated curriculum.
3. When seeking to replace retiring faculty with new blood, therefore, priority must be given to reinstating the teaching of medieval Hebrew poetry and the literature of the Haskalah. In keeping with the department's global mandate, an immediate search should be initiated for a tenured position in medieval Hebrew literature within its Arabic context. The next search should be for someone to teach the Hebrew,

Yiddish, and German Haskalah within the contexts of early modern Europe.

4. The number of dissertations per faculty member should be reduced. The department should take into account reducing teaching loads for faculty members supervising 8-10 dissertations
5. We strongly recommend that the department be renamed The Department of Hebrew and Comparative Literature and Literary Theory.
6. We recommend that the department set up a Committee on Instruction, whose job it will be to create a truly coordinated curriculum across its various constituencies.
7. In all tracks, the core curriculum should be taught in rotation by all members of the tenured faculty.
8. The department should encourage its students—on all tracks—to avail themselves of the course offerings in the Department of Hebrew Culture Studies, specifically for the purpose of studying the Hebrew Bible, the Mishna, the Talmud, the midrashim, and a thousand years of Hebrew homiletical and ethical writing.
9. Two new searches should be initiated immediately to replace retiring faculty: one in medieval Hebrew literature within its Arabic context, and another in the Haskalah within the context of early modern Europe.
10. Every effort must be made to generate a spirit of cooperation and collegiality which is so lacking in parts of the department. While we are not so naive as to believe that the restoration of tranquility in an academic unit is easy to achieve, it is something that needs to be addressed head-on.
11. Were this great and diverse department to achieve its full potential, it would have a lasting impact on the future of Hebrew literary studies and of Israeli culture as a whole.

אוניברסיטת חיפה

Our recommendations pertain only to the Hebrew Literature section of the department and not to the Comparative Literature section which we feel is beyond our mission. It must be said, however, that the importance of Hebrew Literature, the national literature of the State of Israel, is hard to recognize in this combined department in which two thirds of the budgeted lines are in non-Hebraic literatures.

1. This department has to present a plan for development over the next few years. This said, there are areas that cannot wait for a long range plan. The situation is critical and must be recognized as such by the administration.
2. Since there are now only two senior positions in Modern Hebrew Literature, and they are not that young, the department must appoint a scholar in this area within the next two years. The appointment should be selected from a national or even world-wide pool of candidates.
3. There is no professor holding a position in Medieval Hebrew Literature, a field in which this university has long had a permanent

position and in which there are still doctoral students working. Courses and the direction of students are handled on a voluntary basis by a retired professor. Given the importance of this field for both Hebrew and Arabic cultures, the lack of a permanent senior instructor is, indeed, serious.

4. In general, efforts should be made to integrate the study of Spanish and Arabic literatures with the study of Medieval Hebrew poetry in Spain, and to ensure the future study of medieval Hebrew secular poetry (the Golden Age in Andalusia, Hebrew poetry in Christian Spain, in Provence and Italy, and the rhymed and non-rhymed prose). This is a significant area in which the University of Haifa can assume an international leadership role in scholarship, considering its excellent library holdings, and its student population that consists of Jews and Arabs. It is imperative, nationally, and for the University of Haifa in particular, to train a scholar whose cultural and academic background will enable him to conduct appropriate comparative studies between medieval Hebrew and Arab literatures.
5. The academic study of our national Hebrew literature is of prime importance for a society that has developed, over the ages traditional tools for the teaching of Aggadah, midrash, and rabbinical literature. Academic studies of Hebrew literature are relatively new in Jewish culture and it is incumbent upon us to continue and develop them. Hebrew literature has a historical depth of millennia, its study requires an independent department, as the study of English and Arabic literatures do.

הדו"ח הכללי

General:

1. Scholars in Hebrew Literature should not be expected to publish only in English to be considered widely respected scholars, rather, also in Hebrew.
2. Each department needs to develop a plan for faculty renewal over the next few years.
3. Departments should not be allowed to restrict the search for new faculty to their own graduates.
4. Hiring and promotion practices should be clear and well defined.

Junior and adjunct faculty:

5. The situation today is that critical mass of basic courses, is taught by Junior and adjunct faculty. These courses should be taught by senior, more experienced instructors.

Undergraduate students and program:

6. Every attempt should be made to raise the level of the students majoring in Hebrew Literature. In general we get the impression that the requirements for admission to Departments of Hebrew Literature are lower than in other departments.
All undergraduate students should have dedicated advisors to guide them in the choice of courses. This important work should not be left to random scans of the computer or departmental secretaries.

7. Since the study of literature depends so heavily on the ability to analyze texts, courses in text-interpretation (targilim) should be mandatory. In general, a return to the traditional three-staged system of shiur (lecture), targil (text study), and seminar should be strongly encouraged. It introduces order into programs which are otherwise whimsical and chaotic.
8. While some departments strive to offer readings in the central texts of major authors, some do not. Instead one finds courses on topics that interest the instructor, but provide the student with little sense of historical structure. Given the poor literary backgrounds of most entering students, this emphasis on major modern classical texts is crucial.
9. While most departments have introduced courses on methodology and the theory of literature, at times this tendency is promoted to the detriment of courses in major authors. Given the literature ignorance of entering students, this policy is unwise.
10. Some departments have introduced "panorama" courses open to all students in the Humanities. While this endeavor is welcome, since it can introduce non-majors to the riches of Hebrew Literature (their own national literature), these courses should be closely monitored by senior staff since they can easily deteriorate into low-level courses which deter majors in the field from registering in these courses.

Graduate students and program:

11. The graduate program should assume that entering students have studied in an undergraduate major in Hebrew Literature that has exposed the student to the classics of Hebrew Literature.
12. Every graduate student should have a designated advisor or supervisor.
13. All first year students should have a mandatory methodology course that includes writing of papers that are critiqued by the instructor.
14. In general, graduate students need more experience in writing research papers that are carefully critiqued by their instructors.

Student financial support:

15. Increase funding for fellowships In this crucial field in the future.

Inter university cooperation:

16. Since no university can possibly cover all the variegated areas of Hebrew Literature, and some universities are sadly deficient in more than one area, it is only logical that greater cooperation be encouraged between universities. In the past, students in one university have indeed taken courses with an expert in an area not available on their home campus. This practice should be more strenuously encouraged. For this, cooperation is necessary in the university at the highest levels of the administration. The CHE should, indeed, do everything to bring about this logical pooling of resources. It is our impression, however, that cooperation between universities, even on the highest administrative level, is minimal.