

Ongoing excellence in teaching and research at the Hebrew University

האוניברסיטה העברית  
בירושלים  
THE HEBREW UNIVERSITY OF  
JERUSALEM  
חבר הנאמנים  
תשס"ט  
BOARD OF  
GOVERNORS  
2009

## • THE RECTOR'S REPORT 2009

Reports by • The Rector • The Vice President for Research and Development • The Dean of Students



Teaching not just in the classroom • Research not just in the lab



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## ACADEMIC DEVELOPMENTS

### VISION STATEMENT

The academic year 2008/2009, which is now drawing to its end, has been a tumultuous one. The continuous budgetary cuts almost prevented the opening of the academic year, and we end the year under the shadow of the current global economic crisis. Notwithstanding these difficulties, the Hebrew University continues to thrive: as the present report shows, we have maintained our position of excellence. However the name of our game is not maintenance, but rather constant change and improvement, and despite the need to cut back and save, we have embarked on several new, innovative initiatives.

As I reflect on my first year as Rector of the Hebrew University, the difficulties fade in comparison to the feeling of opportunity. We are fortunate to have the ongoing support of our friends, both in Israel and abroad, which is a constant reminder to us of the significance of the Hebrew University beyond its walls. Prof. Menachem Magidor is stepping down after twelve years as President of the University: it has been an enormous privilege to work with him during this year, and benefit from his experience, wisdom and vision. Above all, I am always conscious of the privilege to participate, along with my colleagues, in the daily intellectual adventure of the Hebrew University.

The higher education scene in Israel has changed radically over the years. For many years, there was only one University properly so called in Israel, the Hebrew University of Jerusalem, and, with the Technion, only two institutions of higher education in the country. Today Israel can boast seven universities, and there are many other institutions of higher education of various specialties and varying levels. With such a plethora of riches, the Hebrew University must clearly define its specific place in higher education in Israel. In spite of the present global situation of economic difficulties and constraints, the Hebrew University must remain faithful to its role as that of a leading research university, a university of the intellectual elite. It must focus on nurturing future leadership in science and scholarship. At the same time, it is our responsibility to prepare tomorrow's decision-makers and the citizens who will shape our world: the people who will use innovative and creative thinking in leading Israeli society into the coming decades.

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The structure of undergraduate studies in all Israeli universities differs from that of the American system with its four years of study. In the American system, about two of these four years are dedicated to general studies of liberal arts and sciences, and the major represents about 25% - 50% of the student's course work. The Israeli system is closer to the European tradition. In Israel, undergraduate studies consist of three years of study and are often structured as a dual major. The major takes up 60% to 70% of the student's course work. The advantage of this focus on the major, in terms of disciplinary education, is obvious. What the system in Israel lacks, however, is a broad education in liberal arts and sciences, an introduction to the basic updated "wisdom of the field" in all fields of learning, and training of the mind in further acquisition of such learning. The Hebrew University is now planning to make sure that all its graduates have been exposed to such basic education, by introducing a component of "cornerstone" courses in liberal arts and sciences. (For more on the Cornerstones Project see below.)

The principle of building disciplinary excellence on the basis of broad education is already applied in some programs, such as *Amirim*, an interdisciplinary program in the humanities for outstanding students, which upholds the principle of a broader education along with excellence (see below).

Alongside this broad and varied education, the University is now gradually introducing honors-programs geared for the best students, those who show promise in the direction of research. These students will, in the third year, follow a more rigorous and challenging curriculum in their chosen discipline and will be supported by scholarships enabling them to dedicate their time to their studies.

The strength of the Hebrew University in focused high-level training is also manifest with regard to graduate students. We note with pride that students who finish their master's degree are accepted for doctoral studies in the best universities abroad, and that those who finish their PhD at the Hebrew University are welcomed for post-doctoral positions at the best universities.

Such highly focused training, however, must be complemented with a continuous and thorough broad education in the student's field, so that the newly-minted PhDs can become well-rounded scholars and scientists. During the students' years of strenuous graduate studies we must also ensure an atmosphere that encourages mutual exchange between them and their peers.



We aim to increase the involvement of the disciplinary departments in the selection of the students, and to give them, through the formation of structured graduate schools, more direct responsibility in nurturing the graduate students. Our aim is to provide the advanced students with a challenging and supportive research environment, and to increase their active participation in the intellectual life of the University's community.

What is true for students applies also to accomplished scholars and scientists. Discoveries and scientific breakthroughs are accomplished by individuals, but the dynamic, challenging and supportive community around the individual makes the breakthroughs possible or at least more likely. The present report will focus on developments aimed at creating and increasing the communal aspects of study and research.

## **STRENGTHENING THE INTELLECTUAL COMMUNITY**

### **The Cornerstones Project**

The Hebrew University of Jerusalem offers its students a rich variety of study programs aimed at attaining excellence in specific fields of specialization. The students, however, reach the University from many and different high-school systems that exist in Israel, and many of them are equipped with a rather poor cultural baggage and a narrow intellectual horizon. At the University, they acquire a first-rate disciplinary education, but until now they may have been left with a cultural horizon that was only slightly broader than the one with which they entered the University.

The Cornerstones Project is aimed at correcting this educational oversight. It will introduce undergraduate students to the ways of thought of the main fields of knowledge that exist in the University, as well as to carefully chosen samples of major achievements in these fields. For example: students in pharmacology, physics or agriculture will discuss moral issues and learn the skills developed in psychology or anthropology. Students from economics, media studies or law will be exposed to the modes of thought of historians and learn about the capabilities and limitations of modern science and technology. Students from the humanities will learn the principles underlying today's economical, scientific and technological w



The Cornerstones Project will open a perspective into the richness of today's world of knowledge and to ways of thought that differ from those they learn in their own field of specialization. The project will expose the students to various cultures and historical eras, to scholarly evaluation of moral and ethical problems or to important legal, economic and political issues. Such an introduction will contribute not only to their culture and intellectual curiosity, but also to their ability to appreciate and evaluate information and skills from a variety of disciplines. It will thus enable them to navigate better in the complex and interdisciplinary world of the 21st century.

The domains studied in the Hebrew University are grouped under three headings: Experimental Sciences (Mathematics and Science, Medicine and Agriculture); Social Sciences (Social Sciences, Law, Social Work and Business Administration) and the Humanities. The planned full program will consist of 12 credits, six in each of the two domains that are outside the student's area of specialization (each credit is equivalent to a weekly hour of frontal teaching during one semester). This is equivalent to 8-10% of the full program, less than in an average American university or liberal arts college, but quite ambitious for the tight three year curriculum of Israeli universities. Next year, we embark on a pilot project that will introduce the principles of the full program, but on a smaller scale. The program will include 35 courses in all three domains of knowledge on the University's campuses (for example, courses in experimental sciences will be offered on the Mount Scopus campus and courses in social sciences and humanities on the Edmond J. Safra Campus. In addition, introductory courses in social sciences, law and humanities offered at Mount Scopus will be open to students from other domains.

### **Creating an Academic Community: Our PhD Students**

Some significant efforts were made this year towards the creation of campus-wide activities for PhD Students.

#### **“Limud B'Chevruta: Study Groups for PhD Students”**

Under the heading of “Limud B'Chevruta” (study groups), Prof. David Levi-Faur with colleagues from various faculties issued a call for creating interdisciplinary study groups in the non-experimental sciences to encourage independent academic, research and intellectual activities outside the framework of formal teaching. The groups are initiated and managed by doctoral students. This year five pilot groups have been established on the



following topics: Emotions, Language and Cognition; Psychology to Culture; Privatization and Democracy; Jerusalem in the European Culture; and the Philosophy of Measurement.



These groups began their activities in the second semester of the academic year. Each group includes five to twelve doctoral students from a broad range of fields. Each held about ten meetings and reports on their activities are placed on the Project's website. Students whose proposals were chosen for inclusion in the program receive a monthly stipend and the group receives a small grant to cover ongoing expenses.





### **Lectures, Workshops and Special Projects for PhD Students**

Three series of lectures, workshops and meetings are being offered to the doctoral students, creating a communal atmosphere for study and research. This year we started the activities at the Faculty of Social Sciences but they were open also for students from other faculties. These series are intended to supplement the existing formal series available at the level of department and specific discipline. Examples of the series are: **"I Am Here"** – a series of meetings and workshops geared to promote the professional careers of our students; **"I Am a Methodologist"** – a series of meetings and workshops on the topics of methodology and research tools; **"I Am Global"** – works towards improving the expertise of academic writing and of oral presentation in conferences. In addition, a project titled **"The Academic Sphere"** offers small grants for PhD Students for creative academic activities outside of the regular study framework, for example: organizing study and research workshops, seminars, conferences and inviting guest lecturers.

### **PhD Honors Program in the Humanities ("The President's Fellows")**

In the fall of 2008, the Hebrew University of Jerusalem launched a new doctoral program, which provides four-year fellowships and a unique intellectual environment for outstanding PhD candidates in the humanistic disciplines. The primary objective of the PhD Honors Program in the Humanities is to train, mentor, and groom a cadre of leading intellectuals in Israeli society and beyond.

The program accepted 40 Fellows in 2008 and 35 Fellows in 2009. Each student receives a fellowship of \$10,000 a year and is encouraged to apply for additional scholarships as well. The program also initiated a one-month travel grant (Lea Goldberg) of PhD Humanities students at Hebrew University and other Israeli Research Universities.

The curriculum of the Program consists of two workshops, each led by different members of the Faculty. The first workshop, held during the first year of the fellowship, is meant to assist the fellows in shaping their research proposal. They present their research plans and receive feedback from the group. In the course of the second year, the task is to organize a conference. The accompanying workshop includes discussions on the role of scholarly events, the conference topic and its various aspects. During the third and fourth years of the Program, these students are expected to take part in mini-seminars relevant to their research projects.



The Program has already hosted leading scholars from Israel and abroad, among them, Yaron Ezrahi (Hebrew University), David Nirenberg (University of Chicago), John Gager (Princeton University), and Susan Gubar (Indiana University). In addition to giving talks, these guests met with the students and responded to their questions and comments. These events were highly successful and intellectually stimulating.

Recently a new exchange program for doctoral students has been announced between Princeton University and the Hebrew University of Jerusalem, sponsored by the Tikvah Foundation. In the academic year 2009-2010, several students from Hebrew University's Humanities PhD Honors Programs will be invited to spend a year at Princeton University, hosted by Princeton's Tikvah Project on Jewish Thought as well as by the departments relevant to their respective fields. These activities aim to expose our students to a variety of intellectual approaches and perspectives and to broaden their academic networks. Each fellowship will provide between \$40,000 and \$50,000 per student.

The University intends to form graduate exchange programs with other universities as well and has already established preliminary contacts with NYU, Stanford, Chicago, Berkeley, Brown and with the Max Plank Institute in Berlin. As is the case with the Princeton-Jerusalem Tikvah fellowships, special attention is given to cooperation with programs of Jewish Studies.

Enthusiastic responses have been received from our students who formerly used to work in relative isolation. They appreciate the diverse opportunities for intellectual interaction offered to them by the Program, and they are thrilled to be part of a substantive research culture at Hebrew University. They also enjoy the interdisciplinary character of these activities, and the possibility of gaining familiarity with modes of thinking in other fields.

The PhD Honors Program is also viewed as the initial step in the formation of an Honors Program that would encompass both M.A. and doctoral degrees (the equivalent of graduate studies in American universities). The Program is also envisioned as a vital part of the new Humanities Center at Hebrew University, a Center that will spearhead new initiatives in humanities research and create innovative venues for collaborative, interdisciplinary projects between various departments, programs, and research institutes.



The work that has been done and the work planned for the future is primarily the team-work of a few enthusiastic faculty members: Professors Gannit Ankori, Ruth HaCohen, Ruth Fine, Ronnie Ellenblum, Ilana Pardes and Oron Shagrir.

### **The Hoffman Doctoral Fellowship Program for Leadership and Responsibility**

Prof. Amalya L. Oliver of the Department of Sociology and Anthropology says: The 'scholarly human spirits' are the most valuable assets of the Hebrew University. She is proud to be a faculty member at a university that hosts so many world class scholars in so many different disciplines. This establishes the grounds for a community 'network for learning' and can be achieved through the special qualities of many scholars at the Hebrew University. Scholars at the Hebrew University are innovative and creative in their research, curious and humble, open, friendly, supportive and caring colleagues. Such characteristics provide the perfect grounds for maintaining a synergic learning community – in which the whole is larger than the sum of its parts, adding quality in many different directions.

Prof. Oliver, Academic Coordinator of Hoffman Doctoral Fellowship Program, explains that 24 exceptional doctoral students were recruited from different disciplines of the University and were awarded a fellowship for three years. These students do not only have outstanding academic achievements but are also caring and attentive to important social, educational and civic needs. The common denominator of these young scholars is their quest to contribute to society while aiming for individual excellence in their academic careers. Through the program, they meet, discuss issues of responsibility, set individual examples, attend lectures and workshops and continue to volunteer in the community. Their activities include: efforts to: improve the support for students with learning disabilities; encourage dialogue between the Ultra-Orthodox and the secular; encourage the development of leadership in women, both Jewish and Arab; work in crisis centers for victims of sexual violence; develop leadership in disadvantaged neighborhoods; and more. Their spirit is made up of vibrant energies, dedication and warmth and of shared thinking and learning. These unparalleled activities within an academic setting make the Hebrew University unique in its aim to combine academic excellence with public responsibility.

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## Scholion

Prof. Israel Yuval, Academic Head of Scholion, explained the idea behind Scholion as focusing on two elements: one is professional, the effort to enrich Jewish Studies and provide a broader prospective in research, opening Jewish Studies towards general Humanities, and at the same time opening the study of general Humanities towards Jewish Studies. The other element is methodological, focusing on the way research is done. Prof. Yuval pointed out that sometimes the University looks like a sad institution, where each person is going about his business and isolation is the general situation. There is great research being done but faculty don't meet with each other or with the students. He believes that the University should be a place where there is a constant meeting of people and ideas. Scholion offers such a model of a research institution where people from different disciplines meet, talk and work together. There is an ongoing process of enrichment, of senior and junior faculty sitting with students, an exchange of innovative ideas and experiences. This mutual discourse provides an ambience and the atmosphere is one of an academic community.



Scholion is a unique Jewish think tank composed of two distinct tracks: three interdisciplinary research groups in Jewish studies each comprising four senior researchers and four doctoral students who work together for three



years; and the Mandel Scholars program, which annually awards three-year postdoctoral fellowships to two promising young scholars in Jewish studies or related areas.



Dr. Havi Dreyfus, a post-doc “Mandel Scholar” at Scholion researching the Holocaust, said that her research became more productive and more in-depth because of her participation in Scholion. Following her experience in the seminars organized by one of the research groups which examined the subject of “Dreams in Cultures”, she started to look into dreams

during the Holocaust. After researching the various recorded matter (in Polish, Yiddish, Dutch) she discovered that the dreams during the Holocaust that survivors reported in their memoirs (dreams of food, etc.) differed greatly from the dreams actually recorded in their diaries at the time (dreams of their families, their experiences).

Dr. Dreyfus said that the ability to talk issues over with colleagues and exchange ideas is “the University at its best”.

### **The Martin Buber Society of Fellows in the Humanities**

In November 2008 the German Minister of Education, Dr. Annette Schavan, visited the Hebrew University marking 50 years of scientific cooperation between Israel and Germany, and announced the intention to establish the Martin Buber Society of Fellows in the Humanities at the Hebrew University of Jerusalem pending a final decision of the German government on the financing of this project. This Society will provide a multi-disciplinary research framework in the humanities and social sciences and will be open to scholars from all universities in both Germany and Israel. The facility will support the research of post-doctoral students who will be mentored by senior researchers from both countries. It will enable the next generation of researchers in the humanities and social sciences to study under excellent conditions, with academic guidance from scholars in Israel and abroad.

The Martin Buber Society of Fellows aims at fostering interdisciplinary and inter-cultural academic discourse between outstanding young scholars from



Israel and Germany and is conceived as a dynamic intellectual community of young scholars in the humanities and social sciences committed to the pursuit of excellence. Its main ambition is to spark innovative, bold and far-reaching research, celebrating the finest expressions of the human mind. Fellows will be encouraged to benefit from the setting of Jerusalem between East and West and explore its multi-religious, multi-ethnic cultural heritage. Each year ten exceptionally bright and promising young scholars in all fields of the humanities and social sciences (five from Germany - five from Israel), mainly after completion of a PhD degree, will participate in this program and embark on broad projects. The Society will offer its Fellows ideal conditions to open new vistas and learn novel approaches in an inter-disciplinary structured and enriching environment. It will nurture a culture of discussion and dialogue, an ethos of continuous effort to broaden one's intellectual horizons and of seeking new insights. The international setting will encourage the Fellows to bring together various learning traditions, breaking the boundaries between them and challenging ossified practices and misconceptions.

### **The Edmond and Lily Safra Brain Sciences Center**

An International Review Committee headed by Prof. Gerald Fishbach was established in 2006 to review the issue of neuroscience at the Hebrew University. In a letter to Prof. Magidor in February 2007, Prof. Fishbach wrote:

“Great universities will be judged in the coming decade by what they contribute to our understanding of the human mind. Indeed, some believe that our survival as a species depends on a better understanding of human actions, perceptions, patterns of thought, and emotions. Fortunately, you have an excellent foundation on which to build. With proper recruitment, new space, a new administrative structure, and funds to support the research, Hebrew University neuroscience will be ranked among the top five in the world.”

Following the recommendations of the Fishbach Committee presented in February 2008, negotiations accelerated with the Edmond J. Safra Foundation and in May this year a contract was signed\* for the establishment of this new Center with the most generous support of the Edmond J. Safra Foundation. This Edmond and Lily Safra Brain Sciences Center will bring

\* the contract was not yet signed at the time this report was sent to the printer



together interdisciplinary teams of top scientists to work in a united framework (a new building will be constructed in the coming five years) and provide them with state-of-the-art facilities, equipment and research funds that will enable them to carry out pioneering research in the study of the brain.

The Edmond and Lily Safra Brain Sciences Center will train a new generation of interdisciplinary neuroscientists through research and an advanced graduate program will include partial funding for post-docs to study in the best universities abroad before returning to join brain research at the Hebrew University. The plans to date include a financial program for funding the Center, investment in a new building, and absorption of fifteen world-class scientists over a period of ten years.

The Edmond and Lily Safra Brain Sciences Center will also promote interdisciplinary neuroscience studies across the University through collaboration with other departments, research centers, and teaching programs, aspiring together to raise the level of achievements of the University in brain sciences to new heights.

### ***Amirim* at Twenty**

*Amirim*, the University-wide honors program, is celebrating its twentieth anniversary. *Amirim* is an interdisciplinary program based in the Faculty of Humanities. Its core consists of classes: Cultural Heritages, Systems of Thought, with strong emphasis on developing the students' Hebrew and English reading and writing skills. Students for this program are carefully selected. They number up to 25 students a year (compared to ten in the program's earliest years), and are chosen, following a personal interview, from the pool of the top 2% of first-year applicants to the Hebrew University (the score is based on the combination of high-school record and psychometric test score). These students are highly motivated, having a wide range of intellectual interests and are prepared to work hard (their reading and writing load is much higher than that of the average university student).

*Amirim* studies are always combined with a second undergraduate major in one of the disciplines taught at the University. While in the early years of the program most students chose a field in the Humanities as their second major, in recent years the majority of *Amirim* students come from the most competitive programs at the University, including neurobiology, psychology, cognitive sciences, law and medicine. According to a survey we conducted



last year, more than 80% of *Amirim*'s graduates continued their academic studies in their major field for M.A. or Ph.D. degrees. At this point, more than 30 out of the 150 graduates are University professors either in Israel or abroad, including in such elite institutions as Stanford, Berkeley, Chicago, Yale, Princeton, Cambridge, and, of course, the Hebrew University of Jerusalem, where 12 *Amirim* graduates currently hold either permanent or adjunct positions.

All courses in *Amirim* are seminars, and students are required to submit written assignments each week and also write research papers. The courses are grouped into three sections. In the Cultural Heritage courses, students are exposed to the major texts and some history of a wide range of cultures: the Greco-Roman, Jewish, Moslem, Christian, Far Eastern, and African. The Systems of Thought seminars introduce students to a number of disciplines, including historical and anthropological thinking, logic and game theory, scientific method, languages of art, philosophy of law, political science, feminist theory, and sociology. In addition, *Amirim* students are required to take courses in scientific writing in Hebrew and English and to participate in two year-long tutorials in philosophy (from Plato to Nietzsche) and contemporary thought (from Freud to Foucault and Lacan).

The major challenge confronting *Amirim* in the near future is how to motivate students to invest in studying the Humanities. The decline in the number of students pursuing degrees in the Humanities is by now well attested globally. In addition, a growing number of honors programs at the Hebrew University offer disciplinary and interdisciplinary specializations in cutting-edge fields (such as cognitive sciences, brain sciences, and psychobiology), while other Israeli universities have imitated the Hebrew University and have established honors programs of their own. Competition for the best and the brightest students is tougher than it has even been, and *Amirim* ought to come up with a more enticing financial package to make sure that it remains, as it has been for the last 20 years, the most successful honors program in Israel.

### **Academic Review**

We believe that review and evaluation at regular intervals prevent stagnation and allow for improvement, solution of problems, renovation and optimal use of available resources. In the Office of the Rector, the person responsible for academic evaluation at the Hebrew University is the Vice-Rector, Prof. Miri Gur-Arye, assisted by Prof. Eli Friedman in the experimental faculties and Prof. Jacob Metzger in the non-experimental faculties. The mandate of the



Review Committees is open-ended, and the Committee is asked to examine all aspects of the reviewed unit or units of similar disciplines: infrastructure, administrative personnel, curricula, quality of students, achievements and satisfaction, and the activity of faculty members in research, teaching, supervision of research students, involvement in University life and in the academic world, as well as the global standing of the relevant unit(s).

After several years of extensive review activity, including 17 reviews by external visiting committees, this year was dedicated largely to re-evaluate the recommendations of the review committees and focus on their implementation.

Prof. Eli Friedman, head of Academic Review in the Experimental Sciences reports that the academic review by a committee of external experts is customary in first-rate academic institutions in the Western world, and after implementation of this process in the Hebrew University for a number of years, it now appears that the units are no longer apprehensive about the process, assuming it is geared mainly towards weaker units. In recent years there is a growing demand for review of institutions that receive public support. The review of the Council for Higher Education concentrated from the beginning on issues of teaching and it blurred (perhaps intentionally) the distinction, in the eyes of the Israeli public, between colleges and research universities. Our review committees emphasize research and studies for higher degrees without neglecting the undergraduate studies. Our underlying assumption is that in a research university, teaching and research are interconnected and mutually enriching.

Prof. Friedman pointed out that the first and immediate benefit of the process is the preparation of the unit's self-evaluation report in advance of the Review Committee's visit. The preparation of the report consists of gathering and organizing data. The units don't always have readily available concentrated data on their research and teaching and essentially the creation of this data base enables them to reach often surprising conclusions, even before the visit takes place. This data base can of course be updated later on and it constitutes an important academic and administrative tool. This self-evaluation forces the unit to take an in-depth look at itself. With the guidance of the Administration and sometimes after several revisions, most of the units produce a serious and important self-evaluation text, even before the arrival of the Review Committee.



Choosing the Committee members is a complex and critical stage in the process. There is no simple formula for success in this process. In most cases a Committee composed of five people, where only one is from Israel, is an appropriate size. A visit of four days is usually the minimum amount of time needed. In many cases it is not easy to define the boundaries of the field being reviewed because of the existence of fields that are very close, but part of the objective is indeed to lower partitions between the different disciplines.

A key ingredient in the work of the Review Committees is the meetings with different groups of researchers. Meetings with advanced students expose problems which otherwise would not have been recognized. After review of several units a recommendation has been formed to increase cooperation between units and to institutionalize special formal teaching for research students. A recurring comment in the review committees' reports was the lack of "collective thinking" of the units on the one hand, and the excellence of units on the other.

If the recommendations are not implemented, at least partially, the value of the review committees and the standing of the process will be eroded. There are recommendations which involve additional tenured positions and there are recommendations which require only action by local leadership and good will. The main challenge is to find the correct path so that even a partial implementation of the recommendations will bring about real benefit. The Dean of the Faculty plays a decisive role in this effort.

### **Academic International Profile**

In the global world of knowledge, scientific excellence thrives on exchange of ideas. For a small country like Israel, international exposure is a lifeline to academic excellence and the University must invest in developing the network of such lifelines. The international profile of the University is reflected in its visibility and cooperation agreements and exchanges. Those in charge of academic exchange and cooperation agreements are the Vice-Rector, Prof. Miri Gur-Arye, and the Associate Rector for Administration and Academic Secretary, Mr. Joel Alpert. The University has academic agreements with universities in 33 countries. Europe aims at making internal European borders transparent as far as higher education and research are concerned. Europe is now extending a cooperative hand to non-European countries, including Israel. Last year 38 of Hebrew University students spent one term in Europe as part of the Erasmus Mundus student exchange



program. This year over 30 students are participating in this program. There is also an increasing demand by partner universities to send their students to the Hebrew University. The Provost of the Rothberg International School, Prof. Yonata Levy, is acting vigorously to ensure a richer English program for international students and to tighten the English program's connection with syllabi of all faculties.

## **RECOGNITION OF EXCELLENCE AT THE HEBREW UNIVERSITY**

### **Worldwide Rankings**

Today the Hebrew University is the only Israeli University ranked among the first 100 universities worldwide. It is ranked 65<sup>th</sup> in the Chinese ranking and 92<sup>nd</sup> in the Times Higher Education survey. The Faculty of Social Sciences is ranked 49; the Faculty of Humanities is ranked 41; and the Institute of Chemistry is ranked 60 among universities worldwide. This ranking is the result of calculation regarding the number of papers published in prestigious journals and the number of citations. For example, in the Institute of Chemistry: 2,377 papers and 36,992 citations during the 10 month period January 1, 2008 – October 31, 2008. This puts the Hebrew University first among Israeli universities in the number of scientific papers per scientist in this field. These papers appear in the best academic journals and are frequently cited by other scientists.

The University, however, cannot afford to rest on its laurels, but must move upwards, seeking to serve the best and the brightest students and to nurture the most creative and inspiring research in all fields. This nurturing of creativity is the core of the vision of the Hebrew University.

### **Israel Prize**



**Prof. Emanuel Tov**, the J.L Magnus Professor of Bible in the Department of Bible Studies and the Mandel Institute of Jewish Studies is a recipient of this year's Israel Prize for his research in the Bible. The awarding panel stated that Prof. Emanuel Tov is "a leading researcher of international renown in the research of early versions of the Bible and its formation in ancient times. He is the editor-in-chief of Dead Sea Scrolls Publication project and he has overseen the completion of the publication of Dead Sea Scrolls (33 volumes). He has made very



important contributions to the research of the Septuagint and the Scrolls. Prof. Tov has written handbooks on the use of the Septuagint in Bible research and on the textual criticism of the Bible. He has created electronic databases for the study of the Greek translations and of the Scrolls.”

*Above photo of Prof. Emanuel Tov by Hezi Hojesta*



**Prof. Amihai Mazar** is the recipient of this year’s Israel Prize for his research in archaeology. The awarding panel stated that, he “is among the leading archaeologists today in Israel active in research and in teaching and world renowned in the field of biblical archaeology. His research is the foundation stone to understanding the history of the Land of Israel over a wide range of periods, from the Bronze Age to the end of the First Temple period.”

Prof. Mazar participated in some of the most important archaeological excavations taking place in Israel in the 1960's. After the Six Day War, he participated as a team member at the excavations at Tel Ashdod and in the Jewish Quarter of the Old City of Jerusalem. In 1968, he conducted a survey of the aqueducts to Jerusalem and in the early 1970's began excavations at Tel Kasila where he unearthed a series of Philistine temples that formed the basis of his doctoral thesis. He then turned to three excavation projects, among the most important in Israel in recent decades – the excavations in Tel Bateash/Timna; the renewed excavations at Beit She'an; and the ongoing excavation project at Tel Rehov which has headed since 1997.

*Above photo of Prof. Amihai Mazar by Hezi Hojesta*



**Prof. Mordechai Rotenberg** is this year’s Israel Prize recipient for research in Social Work. The judges wrote that Prof. Rotenberg is a researcher with special qualities who developed a model of original thought based on unique commentary of Jewish Hassidic concepts. The model is based on the kabbalistic paradigm of contraction which enables



making room for the other and deals with issues that are at the core of research and social study in Israel and throughout the world. Prof. Rotenberg also developed the model of “Zebulun – Yisaschar Relations”, according to which not only the one who studies and the businessman constitute idealism of equal standing in Judaism but also the “Chassid” and the “person who is providing the generous support” can also achieve the Jewish ideal – whether by prayer or by helping others. Prof. Rotenberg’s books are considered as breakthrough leaders in a long list of fields.

### The Landau Prize



Prof. Israel Bartal, Dean of the Faculty of Humanities at the Hebrew University received the 2009 Michael Landau Prize of *Mifal Hapayis* for his research on the history of the Land of Israel in the modern age. In explaining their decision, the judges said that Prof. Israel Bartal is one of the most important researchers in Israel and the world on this

subject. Over the past 35 years, he has made a notable contribution to understanding the social, economic and ideological change that happened in the Jewish *Yishuv* in the Land of Israel at the end of the Ottoman period, and the relationship between the new and old *Yishuv*. According to the judges, his numerous research activities never diminished from his active, fruitful and wide involvement in scientific work and his public discourse on history in Israel and overseas.

*Above photo of Prof. Israel Bartal by Sasson Tiram*

### Rector's Prize

The Rector's Prize is the Hebrew University's way to recognize, once a year, the achievements of outstanding faculty and students. The recipients of the prize are 3-5 faculty members with high teaching achievements and excellent academic performance, who are also involved in University life and contribute to it. This year the Rector's Prize for Excellence in Research, Teaching and Active Participation in the Academic Life of the University was awarded to:





**Prof. Leon Y. Deouell** of the Department of Psychology, Faculty of Social Sciences, joined the Hebrew University after having completed his studies in medicine, received a doctorate in psychology and did post-doctorate work at the University of California at Berkeley for three years. During the course of his studies and after them he received a number of prestigious prizes including the Rothschild Prize for Post-Doctorate studies and the Alon Scholarship. Prof. Deouell is a specialist in brain research investigating information processing among brain damaged persons as

compared to the normal population with general implications on the way information is processed and represented in the brain. His research has contributed to solving central problems in this field including conditions that allow conscious awareness to be generated in the brain, and the way auditory spatial information is represented. He has published a most impressive series of publications in highly prestigious journals. He received six grants from external funds in the past four years. Prof. Deouell serves as the Coordinator of the Neuro-psychology field of graduate studies in the Department of Psychology. He is an excellent teacher and is very active in training students to write papers. Six students have already gained their master's degree under his supervision and he is currently guiding three master's degree students and seven doctoral students in writing their theses. His current work continues to investigate conscious awareness in neural terms, employing modern neuro-imaging tools such as EEG and fMRI.

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**Dr. Naomi Ori**, of The Robert H. Smith Institute for Plant Sciences and Genetics in Agriculture, began her academic studies at the Hebrew University, continued her graduate studies at the Weizmann Institute and was a Post-Doctoral Fellow at the University of California, Berkeley. Her research focuses on mechanisms of development in plants using molecular genetic approaches. She teaches many basic and advanced courses and instills in her students the excitement and beauty in the revelation of genetic and developmental

thought and discovery. She strives to create an open atmosphere which enables innovation together with professionalism resulting in the experience of true high level scientific thinking. She is acclaimed by the students to be an excellent teacher. Dr. Ori also serves as the coordinator of the specialization program in biotechnology for excellent students. She co-initiated cooperation between the Smith Institute of Plant Sciences and Genetics in Agriculture, the Racah Institute of



Physics and several European universities on the topic of interaction between genetic and mechanical mechanisms in patterning and prepares students for interdisciplinary research. In the summer months she does her best to include high school students from underprivileged neighborhoods in laboratory work. Dr. Ori cooperates with researchers from abroad and was among those who organized a two week workshop on mechanic, geometric, mathematical and genetic mechanisms that are involved in the growth process. Email: [ori@agri.huji.ac.il](mailto:ori@agri.huji.ac.il)



**Prof. Re'em Sari** of the Racah Institute of Physics, Faculty of Science, in his scientific articles, presents diverse contributions to the theoretical understanding of relativistic explosions and gamma-ray bursts as well as the dynamics of solar system bodies and of planets around other stars. His excellence in research resulted in his receiving the Warner Prize from the American Astronomical Society and the Frenkiel Award from the American Physical Society. He was recently awarded a prestigious 1M Euro grant from the European Research Council to study the formation and evolution of planetary systems. Prof. Sari is known as an outstanding teacher. He currently teaches the courses “Electricity and Magnetism” (a required undergraduate course, to about 200 students) and “Introduction to Astrophysics and Cosmology” (an elective for third year students, to about 50 students). He was chosen to head the “*Amirim*” program of the Faculty of Science - an honors program for outstanding students. Despite his brief time in this position, he has already left his mark in organization of advanced seminars and study tours, while finding common ground which unites all of the “*Amirim*” students.

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*Above photo of Prof. Re'em Sari by Douglas Guthrie*



**Prof. Oron Shagrir** of the Department of Philosophy, Faculty of Humanities, his current research areas are conceptual foundations of computational neuroscience and cognitive science; history and philosophy of modern computing and metaphysics of the mind. His research projects have been published in leading philosophical



journals and he is invited to present his work in various forums worldwide. In addition to his academic work, Prof. Shagrir headed the establishment of the Cognitive Sciences program and has chaired it since. Today it includes studies in the Faculties of Humanities, Social Sciences, Science, and Medicine, and includes programs for Master's and Doctoral degrees. This program attracts outstanding students (with extremely high admission criteria) and excellent researchers. Prof. Shagrir was praised by the International Review Committee for Brain Studies and the Committee for review of the Cognitive Studies. He also participated in the establishment and management of the new doctorate program (The President's Scholarships) in the Faculty of the Humanities as well as in the programs to establish a center of excellence in the Humanities. Prof. Shagrir is also active in a number of other committees, programs and centers at the University.

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**Prof. Joseph Shlomai** of the Department of Microbiology and Molecular Genetics, Faculty of Medicine, his research focuses on the DNA Replication in eukaryotic cells; structure and replication of the kinetoplast DNA in trypanosomatids; protein-nucleic acids interactions; DNA structure and topology; and human mitochondrial DNA replication. He used innovative approaches in molecular genetics and cell biology and has published research results in some of the most important journals in the field. Prof. Shlomai is continually acclaimed by his students as an outstanding teacher. His students not only acquire understanding of the complex material, their curiosity is stimulated regarding deeper questions. In addition to his research and teaching, Prof. Shlomai has fulfilled many central positions including membership on the Central Appointments Committee, a member of the Disciplinary Court, Vice Dean for Academic Matters, member of the committee for review of the research centers, Chairman of the Department of Parasitology, Director of the Kuvim Center for Infectious and Tropical Diseases, and more. He served as a member, chairman and adviser in the major National Science Foundation committees and served on the editorial board of journals in his field.

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## “Outstanding Teacher” Prize

The recipients of this year’s Michael Milken “Outstanding Teacher” Prizes for continued excellence in teaching, as determined by annual surveys of the student population are:

Prof. Malka Rappaport-Hovav – The Department of English, Faculty of Humanities, email: mhovav@mscc.huji.ac.il

Prof. Orna Kupferman – The Benin School of Engineering and Computer Science, Faculty of Science, email: ornak@cs.huji.ac.il

Prof. Zlil Sela - The Einstein Institute of Mathematics, Faculty of Science, email: Zlil@math.huji.ac.il website: <http://www.ma.huji.ac.il/~zlil/>

Prof. Yehuda Shavit, Department of Psychology, Faculty of Social Sciences, email: udi.shavit@huji.ac.il

## NEW FACULTY

This year the University recruited 36 new faculty members. As in previous years, the **Report** profiles several of our new faculty:



**Dr. Yuval Gottlieb-Dror** says that curiosity about the most abundant and diverse group of animals on the planet led her into entomology where she discovered a plethora of creatures with impressive influence: symbiotic bacteria. The interaction between symbiotic bacteria and their arthropod hosts was the core of both her MSc and PhD work accomplished at the Hebrew University, with long term training as a research scholar at the University of Chicago.

Following postdoctoral studies in the Agricultural Research Organization on the symbiotic bacteria of phytophagous insects, she joined the Koret School of Veterinary Medicine to work on haematophagous and other veterinary relevant arthropods. Symbiotic microorganisms of medically and veterinary important arthropod vectors can influence their host vectorial capacity by influencing basic biological traits. This may include modifying the ability to utilize food sources, alternating reproduction modes, conferring resistance to environmental conditions, as well as to natural enemies such as parasitoids and pathogens. Moreover, these symbionts are able to interact with disease agents transmitted via the same arthropod host. Overall, the arthropod host is an ecological system for various microorganisms in which multiple interactions can take place. Understanding this environment can be used for



developing novel strategies in disease and pest control.

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**Dr. Elon Lindenstrauss** completed his undergraduate and graduate studies at the Hebrew University while concurrently serving in the Israeli Army. He then spent a long period in the United States where he was a post-doc at the Institute for Advanced Study in Princeton and then Stanford, a visitor at NYU and finally a Professor at Princeton

University, returning to Jerusalem in September 2008. His thesis title was "Entropy properties of dynamical systems" and the concept of entropy was an important theme of his mathematical work. Entropy measures the unpredictability of a dynamical system or of a process. After graduating he shifted his attention to using the dynamical tools he learned in Jerusalem to tackle number theoretic problems. A typical question that can be handled in this way is the following: in a sphere of radius  $r$  in three dimensional space, how are the integer points distributed (i.e. those points in three-dimensional space all of whose coordinates are integers). It is a rather deep fact, related to the Riemann Hypothesis (but true unconditionally) that if for some radii the sphere contains one integer point it will contain many. Prof. Lindenstrauss received several awards for his work, among which are the Kennedy-Lee and Nessyahu Prizes for PhD Thesis, Blumenthal Award for the Advancement of Research in Pure Mathematics (awarded by the American Mathematical Society), the European Mathematical Society Prize, the Michael Bruno Memorial Award and the Erdős Prize in Mathematics (awarded by the Israeli Mathematical Union).

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**Dr. Shalhevet Attar-Schwartz** began her academic studies at the Hebrew University's School of Social Work and Social Welfare.

Following the completion of her PhD, she was a Post-Doctoral Fellow at the University of York and at the University of Oxford. She then returned to the Hebrew University and began her work as a researcher and teacher. She has taught courses in changes in family patterns and their consequences on the well-

being of children and adolescents, research methods, data analysis and statistics; she has conducted research on mental health and wellbeing of children who were removed from their parental home due to child maltreatment and has led the investigation of sexual harassment of children at school; she also coordinated conferences on children in out-of-home care.

Dr. Attar-Schwartz serves on a number of committees in the School of Social Work and Social Welfare and today is an active member in the International Society for Prevention of Child Abuse and Neglect. She has worked as a volunteer with Arab students to improve their academic and writing skills, with battered women, with pupils with special emotional-behavioral and academic needs, with elderly, with disabled and with children from disadvantaged backgrounds. She has published articles on emotional, behavioral and social problems of children and adolescents in various situations, cultures, and family structures. She has also established a publication record on grandparental involvement and its consequences on child well-being. These publications created an interest in the international press and family organizations.

## **STUDENT PRIZES AND SCHOLARSHIPS**

We continue with our policy that every student in need who meets the academic requirements for admission is eligible for financial aid in order to study at the Hebrew University. In addition, the University offers a variety of scholarships, fellowships and awards to its most successful students, at the level of undergraduates, Master's and PhD, as well as to post doctoral trainees.

An information web-page detailing all sources of monetary support was made available to students at the Hebrew University. The site provides on-line information on the sources, application dates, eligibility and contact addresses as well as application forms, direct links to specific web pages and more. [[http://www.huji.ac.il/huji/adm\\_milgot.htm](http://www.huji.ac.il/huji/adm_milgot.htm)]

### **Special Scholarships for Outstanding Students**

Last year, the previous Rector, Prof. Haim Rabinowitch, arranged for the establishment of a special fund at the Rector's Office to provide scholarships for outstanding undergraduate freshmen in the fields of business administration, health sciences, agriculture, education and a number of fields in the Humanities. Candidates selected by the Rector will receive a \$7,000 per year scholarship to cover tuition and provide support for living expenses.



Recipients with excellent achievements will continue to receive the special scholarship again in the following year. The Fund will increase the number of scholarships gradually reaching 200 annually in 2010/2011 and on.

## NEWS FROM THE FACULTIES AND SCHOOLS

### Faculty of Humanities, Prof. Israel Bartal, Dean

#### Gateway Courses

Following the recommendations of the Committee for the Future of the Humanities (the "Gager Committee") from June 20, 2006, the Faculty of Humanities has initiated a far-reaching structural and curricular reform. In this ongoing process of restructuring, the faculty has set as its goal to broaden the scope of its teaching and update its research methodologies and learning environment, so as to adapt them to contemporary trends in the academic world and to cutting-edge cultural achievements of our rapidly changing global society. New concepts and attitudes will help the faculty maintain its high standards and its leadership status.

The faculty has so far created a framework of Schools, which establish connections between the existing teaching departments along disciplinary lines. The Schools include: Philosophy and Religions; History; Literatures; Language Sciences; and the Arts. In the near future, the Faculty plans a new school for advanced studies. This structure of discipline-based schools removes the boundaries between the traditional departments, many of which are currently defined along distinct geographical or cultural lines. For the first time in Israel, the rather conservative Europeo-centric perspective, which distinguishes between the history and the culture of Europe and those of the other continents, will give way to the contemporary and universalist views of the cultural sciences. Thus, local or ethnic manifestations of history and human creativity will be taught and researched as a part of, and in the light of, world history and global *Humanitas*.

The new conceptual framework is necessarily coupled with an interdisciplinary nature, the most outstanding feature of 21<sup>st</sup> century knowledge and science. In the traditional system in our faculty, the students specialized in two well-defined fields of knowledge, frequently geographically determined, and often finished their studies without realizing that other human cultures in distant areas of the world can be studied as part of the

same academic discipline as their own chosen field. Now, as a result of the structural reform, students and teachers in the faculty participate in enriching encounters between fields of knowledge and disciplines. In the coming stages of the reform we plan additional interdisciplinary programs that will further enhance cross-fertilization between the academic activities of the Schools.



In order to derive the fullest advantage from these new encounters and to give our students both wide perspectives and solid methodologies, the new Schools have been asked to develop innovative Gateway courses. Each School will offer a number of methodological classes at different levels that will be required as part of the curriculum of every department within the School. In addition, and even more importantly, each School will offer to the entire community of students in the Faculty of Humanities at least one general course each year in its field of knowledge. These Gateway courses are meant to introduce their fields from the broadest vantage point, stressing not only the scope of related subjects and suitable methodologies, but, even more so, the connection between cultural phenomena and society, between human sciences and social reality. Through these Gateway courses the students will be introduced to the world of research and, at the same time, will gain a broad perspective on fields of knowledge other than their specific specialization.



The planned Gateway courses are as follows:

The School of History: 1. World History. 2. Jewish History as General History. 3. Historical Thinking.

The School of Arts (beaux-arts, theatre, music): 4. Art: Who needs It and Why? 5. What is Art? A Cinematographic Perspective.

The School of Philosophy and Religions: 6. Great Books in Philosophy 7. Methodological Course.

The School of Language Sciences: 8. Introduction to Linguistics.

9. Language, Thought and Society.

The School of Literatures: 10. Masterpieces of Literature. 11. Literary Criticism from Plato to Nietzsche.

Prof. Moshe Sluhovsky has been appointed this year to coordinate the Faculty's efforts to implement the reform. Working together with Dean Bartal and Prof. Rachel Milstein, the Vice Dean for Teaching, he follows the transition from the previous structures and the integration of the new structures into the University's norms.

### **The School of Education**

The School of Education, headed by Prof. Edna Ulmann-Margalit, has opened a new unit of Learning Disabilities. Offering a graduate program, the unit introduces a highly dynamic field that integrates theoretical and empirical knowledge regarding learning disabilities with practical and clinical implications, offering both diagnosis and treatment. In addition to conducting high-quality research, the program serves the community through a Center of Diagnosis and Treatment of Learning Disabilities.

Several courses in this innovative program are devoted to bridging the notable gap that exists between the scientific and the practical aspects of learning disabilities. It is hoped therefore that the graduates of the program will serve not just as experts in the field but also as 'agents of knowledge,' who will be able to make a significant contribution to the field in the long run.

Still in its first phase of activity, the Program for Learning Disabilities already enjoys high demand (the acceptance rate so far is roughly 25%) and attracts excellent students, many of whom succeed in obtaining prestigious fellowships during their course of graduate studies.

The theoretical component of the program covers a variety of pioneering fields of scientific knowledge in the areas of reading, numerical cognition and attention. Students also become acquainted with neuroscience and brain imaging techniques, as well as with psychometric principles of assessment and with testing on a high level. Their academic expertise is thus infused with practical experience in diagnosing children and adolescents with learning disabilities, and in building and administering individual interventions which are aimed at improving the academic skills of children and students with learning disabilities.

The practical training is conducted in the newly founded Center of Diagnosis and Treatment of Learning Disabilities, equipped with several state-of-the-art laboratories. Approximately 80 children, referred by their school psychologists, undergo a learning disabilities diagnosis each year. Following the diagnosis process, the families are instructed as to how to cope with their children's disabilities; concrete accommodations and recommendations are also given to their schools' staff. Research-oriented students are offered the opportunity to conduct their MA research in one of three labs: the reading lab (Supervised by Dr. Avital Deutsch), the psychometric lab (Prof. Sorel Kahan) or the attention lab (Dr. Lilach Shalev-Mevorach).

It is hoped that in the near future external funding can be raised which will make it possible to broaden the activity of the Learning Disabilities Center, to develop new diagnosis tools, and to run evaluation studies of innovative interventions for students with learning disabilities.

### **Faculty of Social Sciences, Prof. Boas Shamir, Dean**

The Hebrew University's Faculty of Social Sciences has been ranked 43<sup>rd</sup> among the social sciences faculties in the world's top universities by Shanghai Jiao Tong University whose rankings have achieved respected international recognition. The London Times Higher Education survey ranked the Faculty in 49<sup>th</sup> place. These are most remarkable figures especially considering the extremely limited resources as compared to leading universities in other countries.

The Faculty of Social Sciences today has 2,183 Bachelor's degree students, 1,094 Master's degree students and 287 Ph.D. degree students. The Faculty is comprised of eight departments (Psychology, Sociology and Anthropology, Geography, Communications and Journalism, Statistics, Economics, Political Science, International Relations), the Federmann 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; and Conflict Research, Management and Resolution. The Faculty views teaching and research in the social studies as its prime objective, educating students in the social sciences on the one hand, while on the other laying the theoretical foundations for knowledge in the social sciences via foundational and applied research.

As noted above, the University carries out periodic reviews by international external evaluation committees appointed by the Rector and comprised mostly of high standing academics from abroad. In the last years the following programs in the Faculty of Social Sciences were monitored: The Department of Geography; the B.A. PPE program (Philosophy, Political Science and Economics); the M.A. program in Conflict Resolution; the M.A. program in Middle Eastern Studies (this program was closed as a result of the monitoring committee's report); the Departments of Political Science and International Relations; the Department of Communication and Journalism; the Department of Sociology and Anthropology; and the Department of Psychology. The reports of the monitoring committees are discussed by the University's Academic Policy Committee, and changes are introduced in response to the Evaluation Committee's recommendations.

Changes in existing teaching programs are initiated by the departments quite frequently. An example is a change in the structure of the M.A. program in international relations. More substantial changes such as offering new specializations within departments are submitted, after the approval of the teaching committee, to the approval of the Faculty Council. A recent example from last year is a new M.A. specialization in political communication offered by the Departments of Political Science and Communication and Journalism. This year the Faculty opened a new specialization in Gender Studies.

An innovative cooperative graduate program has been approved to begin in October 2009 jointly with Tel Aviv University in Economics.

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**School of Social Work and Social Welfare, Prof. Gail Auslander, Dean**

This year marks the 50<sup>th</sup> anniversary of the establishment of the Paul Baerwald School of Social Work and Social Welfare at Hebrew University. As the first university-based school of social work in Israel, this also marks the academization of social work in Israel. The school was established with the help of the American-Jewish Joint Distribution Committee (JDC) and continues to maintain a strong relationship with that organization. The school year opened with a school-wide celebration. Other activities included the inauguration of a series of joint Academia-Community Round Table Discussions on social policy and social work practice. In May, a 2-day scientific conference was held highlighting the achievements of social work research and education and the challenges facing us.

Several new initiatives have begun this year:

With the support of the Tauber Foundation, a specialization in Mental Health Rehabilitation has been established within the Master's in Social Work program. This two-year course of study targets social workers in the mental health field and provides full tuition scholarships for all full-time students. The funds have allowed the School to expand its course offerings in the area of mental health and benefit from consultation and guest lecturers from some of the leading institutions in this field of practice.

With funding from the Jerusalem Foundation, the School was able to enhance its training program for social workers with older adults. All undergraduate students who were accepted to the "Social Work with Senior Citizens" field work training center were awarded generous scholarships. The program, which is funded for three years, will also allow for guest lectures and field study trips to innovative services for seniors.

The Schwartz program in Early Childhood Studies this year initiated a new program to prepare graduates of Arab teaching colleges for acceptance into the Masters program in Early Childhood. Candidates who meet the program's stringent academic acceptance criteria are offered preparatory courses in English and Hebrew reading and composition as well as support groups and individual counseling. The program is funded by the Jewish Federation of San Francisco and *Ashalim*.

In collaboration with the School of Nutritional Sciences, the School has begun a program on "Nutrition and the Family", in which students from



social work and from nutritional sciences, as well as professional social workers and dieticians work together in an innovative project aimed at high-risk families with young children. The program is funded by *Ashalim* for three years. Using food and meal preparation as an entry point to troubled families, participants will carry out a series of group interventions with parents and children aimed at improving family dynamics, improving communication in the family and promoting positive nutrition.

**Jerusalem School of Business Administration, Prof. Tsvi Piran, Dean**

The School has recruited three new members: Dr. Nir Helman (now a post-doc at Sloan MIT) for the operational research group, Dr. Nira Monicher (now a post-doc at University of Florida) for the Marketing division and Dr. Michal Eisenman (now an Assistant Professor at Ziklin Business School, NY) for the Organization Behavior Group. These three new recruits will join the Hebrew University in the fall of 2009.

The School has inaugurated the Fishman and *Calcalit* Jerusalem Center for Finance and Real Estate. This Center was funded by a donation from "*Calcalit* Jerusalem" from the Fishman Group of companies. It focuses on research and teaching in the inter-related fields of Finance and Real Estate. The inauguration ceremony took place in the summer of 2008 with special guest lectures by Chris Mayer, Senior Vice Dean and Paul Milstein, Professor of Real Estate at Columbia University. The Executive MBA program has already begun a combined Finance and Real Estate program.

The School continued the activity of its placement center, providing students with guidance on the job application process. This activity is taking place this year in collaboration with Jobinfo, one of Israel's leaders in executive placement.

The School held a joint conference on the current financial crisis. The conference was held with a delegation of the GIC organization from the USA. Among the speakers in this conference were Jeffrey Lacker, President of the Federal Reserve Bank of Richmond, Zvi Eckstein, Deputy Governor, Bank of Israel and Nancy Wentzler, Chief Economist, Deputy Comptroller Global Banking and Financial Analysis, Comptroller of the Currency as well as Prof. Dan Galai from the Hebrew University.

**Faculty of Law, Prof. Yoav Dotan, Dean**

The Faculty of Law at the Hebrew University of Jerusalem maintains exchange programs with law faculties broad, providing students registered in partner universities to study in English in the Hebrew University's Faculty for a semester. The Hebrew University and its Faculty of Law are both world-renown in research and teaching. More than forty members of the faculty and countless graduates have contributed to the study of law and linked disciplines, and the Faculty is constantly developing new areas of teaching and research. Its exchanges provide visiting students access to a vibrant and exciting community, coupled with the experience of visiting and living in Israel and Jerusalem.

Although much of the general teaching is conducted in Hebrew, the Faculty offers an array of courses in the English language. The teaching program in English is developed in conjunction with the Rothberg International School at the Hebrew University. The Rothberg International School is a well established academic school within the Hebrew University, which offers an impressive number of academic programs to more than 1,300 students annually. Many of these students are one year or one semester students. This welcome collaboration offers the students participating in the exchange with the Faculty of Law a broad choice of subjects that pertain to law, as well as a chance to participate in the social activities of the Rothberg School in addition to the activities planned within the Faculty (meetings, participation in clinics etc.). The Rothberg International School also offers pre-semester and summer language courses - a chance to study some Hebrew before the beginning of the academic year.

**Faculty of Science, Prof. Gad Marom, Dean**

A new program for a BSc degree in Computer Engineering and Design has been established in cooperation between the School of Engineering and Computer Science and the Bezalel Art Academy. Until the program is approved by the Council of Higher Education, the students will study in parallel in the two institutions in a five year program which will enable them to acquire degrees from both of these institutions.

The Darwin Year marking the bicentennial of Darwin's birth and 150 years since publication of "The Origin of Species" was celebrated through a number of scientific conferences, workshops, guest lectures and other events organized by a University committee headed by Prof. Ran Nathan. Among



them the highly successful International Research Workshop “Evolution in Jerusalem” sponsored by the Faculty of Science, the Institute for Advanced Studies and the Israel Science Foundation, and a National Seminar Day “From Darwin Until Today” for high school biology teachers, organized by the Department of Evolution, Systematics and Ecology (Institute of Life Sciences) and the University's Community and Youth Authority. These and other lectures and events emphasized the central position of the Hebrew University and its scientists in the world of research of evolution.

The Institute of Chemistry has announced a record number of 9,500 scientific citations of its scientists' publications in one year, well above the number for other departments of chemistry in Israel.

A major successful breakthrough was achieved by Prof. Daniel Cohen of the Institute of Chemistry with an invention designed to prevent surgical adhesions and tissue inflammation in open heart surgery. This was recently approved by the American Food and Drug Administration for marketing by the SyntheMed Company as arranged through Yissum, the University's Company for commercialization of University intellectual property.

The Institute of Mathematics received special prestige this year with Prof. Elon Lindenstrauss receiving the Erdős Prize in Mathematics (awarded by the Israeli Mathematical Union) for 2009, Prof. Ehud Hrushovski was elected to the National Academy of Sciences, Prof. David Kazhdan was elected to the American National Academy of Science and Art, Prof. Sergiu Hart was elected President of the World Organization for Game Theory, Prof. Zlil Sela received the Carol Karp Prize of the World Organization of Symbolic Logic.

### **Faculty of Medicine, Prof. Ehud Razin, Dean**

The recently established **Institute for Medical Research Israel-Canada** has completed its departmental organization. Headed by Prof. David Lichtstein, the Institute's members were divided into five large departments according to their scientific disciplines. The following five departments were established: Department of Microbiology and Molecular Genomics; Department of Developmental Biology and Cancer Research; Department of Biochemistry and Molecular Biology; Department of Immunology and Cancer Research and Department of Medical Neurobiology. The Institute is currently engaged in establishing Research Hubs in which multidisciplinary research will focus on particular medical issues.

The establishment of the Institute for Medical Research is an opportunity to refresh and re-organize the pre-medical undergraduate teaching and the programs for graduate studies. All these curricula were organized under the Program for Bio-Medical Sciences that functions under the auspices of the Institute for Medical Research. The numerous graduate programs at the Faculty of Medicine were consolidated into five programs, Microbiology, Human Genetics, Biochemistry Metabolism and Endocrinology, Neurobiology and finally, Cell Biology and Cancer Research. All programs are in the process of re-evaluation by modernizing some of the existing courses and adding new courses to the curricula. At the undergraduate level, new courses were established and others are undergoing evaluation, re-organization and modification.

Following a successful first year of the "**Man and Medicine**" program of medical Humanities, intended for first year medical students, the second year program has been implemented for the first time during the 2008-2009 school year. The second year program focuses on the role of the humanities in medicine and on social-medical issues. The course taught during the first semester was a joint initiative of the Deans of Medicine and the Humanities. Seven mini-courses, taught jointly by teams of teachers from the Faculties of Humanities and Medicine, were offered for groups of up to 20 students to allow active participation. Topics included cultural origins of the Israeli society, art and medicine, death in Western culture, historical perspective of specific diseases, and narrative medicine. A course on physicians in the Holocaust was taught in collaboration with *Yad VaShem*.

The second semester course deals with specific social-medical issues and includes four main topics: domestic violence, addiction, intellectual disability (mental retardation), and medical care of foreign labor immigrants. Each topic is taught as a 4 hour seminar on site, with participation of one quarter of the class per session. For example, in the domestic violence session, the students visit a shelter for battered woman, and hear lectures by physicians, psychologists, social workers, sociologists and other professionals. The course "Cultural Origins of the Israeli society" was jointly taught by Professor Israel Bartal, Dean of the Faculty of Humanities, Professor Jonathan Halevy, General Director of *Shaarei Zedek* Medical Center and Dr. Dorith Shaham, Head of "Man and Medicine" program.





*(Above photo of a class in the "Man and Medicine" program, by Sasson Tiram)*

## **The School of Pharmacy**

Prof. Israel Ringel, head of the School of Pharmacy reported that last year, the University authorities approved the recommendations of the School's Steering Committee suggesting major changes in the School's educational programs and research management.

In the educational sphere: two new study divisions replaced the old educational structure, one responsible for all basic sciences (named: Drug Sciences), thereby promoting multi-disciplinary teaching programs, the other focusing on Clinical Pharmacy and the new program leading toward a Pharm.D. degree (which started already in this academic year). The need to develop future leadership in pharmaceutical sciences, for industry as well as for academia, led the School of Pharmacy to establish a new five year program for a small group of hand-picked excellent students that would lead directly to a Master's degree in science and grant a license in pharmacy (this program will start in the academic year 2009/2010). The structural changes mentioned, were followed by improved study-programs that include new courses in emerging fields of knowledge.

In the scientific arena: The division of the School to three departments (Pharmaceutics, Pharmacology and Medicinal Chemistry) was restructured to

form one research institute named the Institute of Drug Research (IDR) of the School of Pharmacy. IDR will promote scientific hubs centered around pathologies and related drug research (e.g. Therapeutic Innovations in Oncology). It will also promote interactions with the pharmaceutical industry in Israel and abroad (several interactions were already initiated by the Institute). Currently an effort is being made to renovate the analytical infrastructure (scientific instruments) of the IDR. Some thirty scientists are promoting innovative research in the School summarized in about 70 publications of leading scientific journals.

### **Faculty of Dental Medicine, Prof. Adam Stabholz, Dean**

The Institute of Dental Sciences, which was established just 10 years ago, conducts research projects and teaching programs with broad international scientific recognition. Its chairman, Prof. Aaron Palmon, says that the new initiatives for recruiting young scientists to the Institute and doubling the teaching of specific basic dental subjects to B.Med.Sc dental students will undoubtedly increase the Institute's recognition among dental faculties worldwide as leading in both research and teaching.

Research conducted in the Institute of Dental Sciences focuses on both basic and applicative projects. These include tissue engineering of mesenchymal (periodontium, bone, tendon and cartilage) as well as epithelial (salivary glands) tissues, novel oral drugs and delivery systems, biofilm and the etiology of dental caries, immunology and microbiology of periodontal diseases, pain and sensation in the craniofacial complex, and saliva based diagnosis.

The mission of the Institute of Dental Sciences is to promote excellence in both dental research and teaching and is augmented by unique training modalities. Collaborative projects performed with clinical departments result in the "D.M.D.- Ph.D." and "Ph.D.- Specialist" a unique graduate program which promotes excellence in both clinical and scientific dental activities in students who we hope will be part of our next teaching generation.

### ***The Graduate Program***

The graduate program of the Faculty of Dental Medicine, for the Master's and PhD students, has recently gone through several changes: The title of the program has been changed to encompass all the diverse applied, basic and clinical research conducted in the Faculty. A seminar has been launched

where the PhD students present their research to faculty staff. In addition, the graduate program conducts an annual research day where one-half of the day is devoted to research conducted in the Faculty while the second part to events that are more social-oriented. The program includes about 100 students. One third are students studying both for a dental degree (DMD) and conducting Master's or PhD research at the same time. The diversity of the research is also reflected in the diversity of the origin of the students. Students from fields of: biology, medicine, chemistry, pharmacy and biotechnology have joined this graduate program.

Students in the Faculty of Dental Medicine are well rewarded: two of the students have received recently international research awards (out of six awards granted) of the International Association of Dental Research. This year two of the students received the Wolf Prize, while others received the Eshkol prize and the Golda Meir award.

### ***Nobel Biocare***

Dissemination of knowledge is one of the main aims of academic institutions. The recent explosion of information has forced the dental school to explore novel methods of teaching and training the future professionals. For the dental student the challenges are even higher. These include implant dentistry, a relatively new treatment modality that was not part of the traditional dental school curriculum. However, the acquisition of new skills, such as manual dexterity, integrative thinking and three-dimensional visualization, all have to be acquired in the same time frame.

About one and a half years ago a special relation was established with Nobel Biocare called the *Nobel Biocare University Partner Program* which includes 25 Dental Schools world wide. This revolutionary educational program is designed to meet these challenges and provides both the means and the tools for training undergraduate dental students in all aspects of implant dentistry, with the aid of cutting edge methodologies, aimed at deepening the dental students' knowledge and skill of dental implants. Nobel Biocare is investing six million dollars in the University's Dental School through a six year program which includes the supplying of teaching and surgical equipment, learning aids, dental implants and other dental material. Being part of this program and sharing the knowledge and experience accumulated through it ensures that the Hebrew University's Faculty of Dental Medicine will retain its status as one of the best dental schools in the world.



***The D. Walter Cohen, DDS, Middle East Center for Dental Education***

Since its inception in 1997, this Center has encouraged and developed bridges to peace using the common language of dentistry as a base, planning and implementing programs, frequently in three different languages. This year Dr. Doron Aframian replaced Dr. Gideon Holan as Director of the Center. Among its diverse activities are:

Joint symposiums with the Al-Quds University Dental School:

This year the third joint symposium was held on November 5<sup>th</sup> and 6<sup>th</sup>, 2008 on Prevention & Tissue Reconstruction – Cornerstones of Modern Dental Medicine. Close to three hundred dentists and students from the Palestinian and Israeli sector participated and heard lectures by international speakers Prof. Bruce Donoff – Co-Moderator USA, Prof. Jerold Goldberg – Co-Moderator USA, Prof. Sarah Stroumsa – Rector, Prof. Prof. Nitzan Bichacho – Israel, Prof. Bernard Touati – France, Dr. Fiona Collins – USA, Dr. Harold Baumgarten – USA, Dr. Stravos Pelekanos – Greece, together with student presentations from both Universities.

The Center encourages the training of dentists from the Middle East at all levels with graduate, PhD and Master's programs, clinical specialization and joint research programs. An internet site for the Center is being developed to promote its activities.

The Center is affiliated with The Middle East Journal of Oral Health which is distributed world wide. Among the Board of Directors of the magazine are senior faculty members of both Al Quds and the Hebrew University Dental Schools.

One year ago, the “Tree of Peace” sculpture donated to the School by Dr. Allen Finkelstein, USA, was placed at the entrance to the Faculty of Dental Medicine in Jerusalem. Since its unveiling, the “Tree of Peace” has drawn much attention and additional dental schools have shown interest, in the spirit of camaraderie, in joining a growing movement that shares dental medicine as a profession which may bridge over conflicts between peoples.

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The “Tree of Peace” symbolizes the enduring desire and hope in the hearts of many dental professionals in the Middle East to achieve peace between Israel and its neighboring countries. It is comprised of three symbolic elements: first, at its base and foundation, the trunk is shaped as the Hebrew word *Chai*; second, from the branches of the tree, stems the Semitic letter *Shin* for Shalom (in Hebrew) and *Salaam* (in Arabic), which appears as a man stretching his arms to the sky in an act of prayer; third, the universal symbol of peace, the dove, is the fruit of the tree, ready to take off to the sky and greet the world with a message from God.

The “Tree of Peace” created by Ms. Hedva Ser, the contemporary Israeli-French sculptor has become the official symbol of the D. Walter Cohen Middle East Center for Dental Education, which was established over ten years ago in Jerusalem.

**The Robert H. Smith Faculty of Agriculture, Food and Environment,  
Prof. Eli Feinerman, Dean**

The Faculty offers about 500 annual courses through 17 study programs, to its 1,400 undergraduate students, 440 Master's students, 305 Ph.D. students, and 218 DVM (Doctors of Veterinary Medicine) students.

In 2008, the Faculty continued the implementation of its ambitious vision: to develop and disseminate innovative, daring and broadly applicable methods for providing sufficient healthy food, in a sustainable manner, to an ever hungrier planet, all this while preserving the environment. The Faculty-wide integration strategy is to assemble its collective expertise around four pillar Institutes: The (existing) Robert H. Smith Institute for Plant Sciences and Genetics in Agriculture; The (existing) Institute of Biochemistry, Food Sciences and Nutrition; plus two new institutes – The Institute of Environmental Sciences and Natural Resources in Agriculture and The Complex of Animal Sciences and Veterinary Medicine. In addition, to further facilitate and fuel integrative and interdisciplinary approaches, the Faculty will establish four new interdisciplinary Research Centers that will focus on: basic agricultural sciences; nutra-genomics and functional foods; sustainable animal health and husbandry; and agriculture, environment and natural resources.





A massive construction and renovation of the Complex of Animal Sciences and Veterinary Medicine has already started as planned and is expected to be completed in March 2010. The plans for a new Teaching Lab Building and for the massive renovation of the building of the Institute of Biochemistry, Food Sciences and Nutrition were recently approved by the Faculty and work is scheduled to begin in the summer of 2009. The renovation of existing buildings imposes a logistical challenge, to renovate floor by floor with a minimum disturbance to the academic activities conducted in the buildings. A new building will be constructed for the new Institute of Environmental Sciences and Natural Resources in Agriculture. Plans for this building will be completed this summer. In addition, the Faculty is in the process of planning a significant change in the Main Entrance Gate to the Campus with the goal of creating a more inviting entrance and better access to the campus. The planning of this project will also be completed this summer.

Two of the four planned Research Centers are already in operation: Nutra-genomics and Functional Foods and Agriculture, Environment and Natural Resources. Most faculty are involved in the process of applying the above mentioned new vision which benefits from the moral and financial support of the Honorary Chairman of the University's Board of Governors, Mr. Robert H. Smith. Recently, Mr. Smith established a new Fellows program, entitled: "The Robert H. Smith Prizes for Excellence in Agriculture". In the framework of this program 40 doctoral students at the Faculty will be awarded three-year fellowships of \$2,500 per year. This special program will continue for ten years.

Following a naming ceremony in the summer of 2008 in the presence of the Smith Family, the name of the Faculty was formally changed to "**The Robert H. Smith Faculty of Agriculture, Food and Environment.**"

In the current year the Faculty continued to improve and develop its teaching programs. Two new undergraduate programs have opened their second year, and continue to attract students. The first is in Nature Conservation and Management, and the second in Agricultural Economics & Management with a Specialization in Biotechnology. In addition to these programs the Robert H. Smith Faculty of Agriculture, Food and Environment continues to maintain eight undergraduate study programs and twelve M.Sc. programs. All of these programs are linked with opportunities for interdisciplinary studies.

### **Rothberg International School, Prof. Yonata Levy, Provost**

The Rothberg International School, located on Mount Scopus reflects the magical weave of Jerusalem. This School for overseas students offers a wide

variety of courses, taught in English, for undergraduate students coming as part of Study Abroad programs, master's degree programs, non-degree graduate level courses, advanced training courses in special fields, summer programs, Hebrew *ulpanim* and a preparatory program for those with high school diplomas from abroad who wish to pursue their academic education in Israel. A total of 2,166 students from 65 countries currently study at the School.

This year the School reorganized its one-year programs for undergraduate students. The program was organized in accordance with the study tracks for a master's degree. The program has an academic committee composed of senior faculty members of the University. Towards the 2009/2010 school year a program was prepared in cooperation with the different faculties (Humanities, Social Sciences, Science) according to which a selection of the existing courses in the faculties will be taught in English. This will open up the possibility for master's degree students and third and fourth year undergraduate students from abroad to participate in University courses together with Israeli students. In the coming school year course offerings will include courses in Middle East and Islam, Brain, Environmental, Rationality and Jewish studies.



The University of California has renewed its ties with the Rothberg International School after a number of years in which contact was disrupted because of the *Intifada*, and will begin sending students to the Hebrew University again next year.

The program “Spring in Jerusalem” in cooperation with Harvard University will open in the spring of 2010. In this program outstanding students from Harvard and other elite universities will take courses given in English in the framework of the Hebrew University and the Rothberg International School.

The program of internships which is held in the course of the year was extended through the summer months. The students are offered many options for work in communal service and research institutions. The internships are under the academic supervision of the Rothberg School.

The first group of students in the Master’s program of Leadership and Philanthropy are now finishing their studies. This program is held under the academic leadership of the School of Social Work and Social Welfare in collaboration with the Schwartz program.

A program called “Trauma and Resilience – the Israeli Experience” was held for the first time in the summer of 2008. The course was held in cooperation with the Israel Center for Psycho-trauma. Twenty-four students and professionals in the fields of psychology, medicine, law, social work and communal services took part. In light of the great demand, the course will be held in a similar structure both in the coming years in the summer and winter sessions.

Finally, the Rothberg International School has initiated a program for guest lecturers which will invite top academics to teach at the School for one semester as Rothberg guests. Guests are invited in consultation and collaboration with the relevant University departments. In the autumn of 2008 the Rothberg School hosted its first guest lecturer, anthropologist Prof. Jill Corbin, Dean of Sciences and Arts, Case Western Reserve.

### **Institute for Advanced Studies**

In the past year the Institute for Advanced Studies, directed by Prof. Eliezer Rabinovici, enhanced its long-standing model of academic activities by adding well funded, in-depth Workshops and Conferences. This was made possible thanks to the joint sponsorship and financing by the Institute and the



Israel Science Foundation (ISF). These Workshops attracted an impressive number of high-quality audiences, and presented a broad range of topics.

A highlight of the 2007/2008 academic year was the 19th Summer School in Economic Theory, dedicated to *The Economics of Kenneth J. Arrow*. In the presence of Professor Arrow, many colleagues, among them six Nobel laureates in Economics, participated in this tribute, honoring him and his scientific legacy. The participation of so many Nobel laureates from one field of study is a reflection of the appreciation and respect of the community for his leadership over the years. In 2008 the Economic School was directed for the first time by Eric Maskin, Nobel laureate in Economics 2007. The Institute for Advanced Studies is indebted to Kenneth Arrow for his outstanding leadership, service and dedication for the past 18 years and welcomes Eric Maskin in his new position as director of the Summer School in Economic Theory.

Another Advanced School with a new incoming director is our School in Life Sciences. The Life Science School, presenting the topic of *Transcription and Chromatin Structure and Function*, was well attended. We welcome Roger Kornberg, Nobel laureate in Chemistry 2006, in his debut as the new Director of the School.

Over 400 students and lecturers attended the Advanced Schools with participants from all over the world.

In 2007/08 the Institute for Advanced Studies hosted four Research Groups: *Toward a New History of Hasidism*; *Neurons and Cognitive Processes*; *Moral Psychology, Moral Motivation and Moral Realism*; and *Common Law Legal Transplants: A Comparative Historical Analysis*.

The Institute also hosted two Conferences: *Fiction Across Cultures* and *Science and Philosophy in Ashkenazi Culture: Rejection, Toleration and Accommodation*.

The Institute sponsored five Workshops in 2007/08. Of particular interest is the cooperative Workshop hosted jointly by The Hebrew University of Jerusalem, the Al Quds Palestinian University Medical School and Rutgers University, entitled *Early Detection of Alzheimer's Disease: Promoting Interdisciplinary and International Communication and Collaboration*. The Workshop was organized by Prof. Hermona Soreq, Prof. Adel Misk, Dr. Dina M. Bitar and Prof. Mark Gluck. This was a platform for doctors and scholars from the three universities to present their research and field work.

Sponsoring this academic dialogue has raised hopes of furthering an Israeli-Palestinian-American exchange of ideas.

In addition, a Summer Institute was held on: *Sanskrit Poetry at the Zenith: Sriharsa's Naisadhiya-carita*.

The Institute hosted the Network of European Institutes for Advanced Study, known as NetIAS, in Jerusalem. This gathering encourages academic sharing while concurrently building international partnerships. Twenty participants from fifteen European Institutes for Advanced Studies attended the conference.

Similarly, by partaking in the annual meeting of the SIAS Consortium (a membership organization of ten Institutes of Advanced Study), hosted by the Center for Advanced Study in the Behavioral Sciences at Stanford University, doors were opened for young Israeli scholars to join international scientific networks in the fields of humanities and social sciences. Along with furthering an institutional exchange of knowledge, new prospects were opened for aspiring students.

The importance of sharing scientific results across the boundaries of institutions and borders cannot be overemphasized. This collaborative effort strengthens us all and enhances the collective pursuit of knowledge for the benefit of humanity.

### **The Joseph Saltiel Center for Pre-Academic Studies**

Founded in 1963, The Joseph Saltiel Center for Pre-Academic Studies (*Mechina*) offers a preparatory program to give youth a second chance if for any number of reasons they did not succeed in fulfilling their intellectual potential in high school. A poor matriculation certificate or none could result from a variety of reasons: economic, periphery areas with poor education facilities, immigration from other countries, teenage difficulties, etc. The Center provides superb learning conditions in small classes on a high level, with special attention, understanding, assistance, tutoring, counseling and encouragement from the devoted and skilled teachers, counselors, and administrative staff, headed by the Academic Head, Prof Uri Bialer and the Administrative Director Ms. Liat Mayberg. Over 70% of its students are then admitted to the Hebrew University and an additional 20% to other institutions of higher education.

The Center offers a number of study tracks including Humanities and Social

Sciences, Science, Chemistry-Biology, Pre-engineering and Behavioral sciences. In addition, the Center would like to develop a special program for students with learning difficulties. This year there are 350 students studying in the Center. A comparison between students admitted in the regular track and *Mechina* graduates shows that taking into account the significant initial differences a considerable number of these students make it thanks to the second chance opened to them and the preparation for academic education.

### **Harry S Truman Research Institute for the Advancement of Peace**

The past year has continued to be a period of intensive activity for the Truman Research Institute for the Advancement of Peace. More than 70 lectures, symposia, workshops and conferences were held. During the first semester Professor Haim Rabinowitch, who had served as acting Academic Director of the Institute continued to serve as Director. In February 2009, Professor Steven Kaplan was appointed as Academic Director.

On March 25, 2009 the Institute in cooperation with the Israeli Foreign Ministry hosted a symposium, "Thirty Years Since the Peace Treaty between Israel and Egypt". This event was attended by more than 200 people including more than a dozen ambassadors and other diplomatic representatives. After opening remarks by the Israeli Deputy Foreign Minister Majalli Wahabi and American Ambassador, James B. Cunningham, the first panel included remarks by veterans of Camp David, Dan Pattir and Dr. Meir Rosenne. The next panel featured the Israeli Ambassador to Egypt Shalom Cohen and the Egyptian Ambassador to Israel, Yasser Reda both of whom offered evaluations of the achievements and challenges of the past thirty years. In the final panel, Prof. Eli Podeh and Prof. Yaacov Bar-Siman-Tov delivered scholarly lectures in which they offered analyses of peace from a perspective of Middle Eastern studies and international relations. The Conference was also the occasion for the debut of a new exhibit of photographs from the 1979 Camp David Summit which will be on permanent display at the Truman Institute.

Much of the Institute's work this year was initiated through its regional units specializing in the Middle East, Asia, Africa and Latin America. In addition to their regular meetings and seminars several special events took place. At the beginning of February, The Latin American Unit held a day-long symposium on "The Gaza Operation's Impact on Latin America, Spain and Portugal" in cooperation with the Harman Institute for Contemporary Jewry



and the Department of Romance Studies and Latin American Studies.

The Asia Unit will be hosting an International Workshop "Popular Culture, Cultural Policy, and Cultural Discourse in East and Southeast Asia" on June 1-2, just prior to the meeting of Board of Governors. During the last days of that month an International Conference: "After the Gaza War: How to Strengthen the Forces of Moderation: The Role of the European Union" will be held in cooperation with the Clingendael Institute (The Hague), and the European Forum of the Hebrew University.

In addition to its active regional units the Institute maintained several ongoing thematic research groups: "The Gendered Other: Muslims and Jews in the Middle East-Parallels, Contacts, Divergences"; and "The State of Iraq: A Future of Unity or Disintegration?" Papers from this group have been collected and edited and will be submitted for publication in 2010. The research group on "African Labor in Colonial and Post-Colonial Contexts" culminated its work in June of 2008 with a two-day international workshop. The papers from this workshop will be published in the journal *African Identities*.

In addition to these scholarly activities the Institute hosted a wide range of diplomats and other visitors through the Abba Eban Centre for Israeli Diplomacy. These included Ambassadors Samuel L. Lewis and William Brown, both former American Ambassadors to Israel who spoke on the Obama Administration and the Middle East. Also in January former Spanish President Jose Maria Aznar visited the Institute and received a briefing from Institute fellows followed by his own remarks on political and economic issues to an audience of over 100 participants.

### **The Authority for Research Students**

Prof. Yoram Bilu, Chairman of the Authority for Research Students reports that the first phase of the project for automating all the work processes in the Authority has been completed. The special CRM (Customer Related Management) tool, which has been created by Effect Company with the help of the University's Information Technologies, is now being tested by the Authority's workers. Following this experimental phase, designed to accommodate the CRM to the Authority's ongoing needs, we seek to implement the system in full capacity. The Authority's administrative workers, as well as all others involved in doctoral studies (academic advisors,

committee members, and reviewers) - will be connected to the new computerized system. We hope that this will make the office work and evaluation procedures more effective in terms of paperwork, time-tables, and communications.

### 1. Number of Doctoral Students

Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009 (not final)
Experimental Faculties	1048	1061	1282	1411	1542	1599	1626	1611
Non-experimental	1158	1190	1142	1184	1174	1174	1092	1014
Total	2206	2250	2424	2595	2716	2773	2718	2525

### 2. Number of Graduates

Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009 (not Final)
Total	277	280	268	311	284	305	328	218

### 3. Gender Distribution of Graduates (%)

Year	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Male	56	49	47	46	56	55
Female	44	51	53	54	44	45

### 4. Length of Doctoral Studies (in months)

Year of Graduation	2006	2007	2008	2009
	81.3	77.1	78	75.5

### 5. Length of Dissertation's Evaluation Period (in months)

Year	2004-5	2005-6	2006-7	2006-7	2007-8	2008-9
	8.6	7.06	7.26	7.26	7.1	7

#### *A New Venue for Evaluation: Oral Defense*

The standard evaluation procedure of doctoral dissertations at the Hebrew University has been based on written reviews only. Last year a new optional procedure based on oral defense was incorporated in the experimental faculties for a 2-year trial period. To date, 15 doctoral students have completed their studies using this option. While it is premature to draw final conclusions regarding the efficacy of the new procedure, it does seem to reduce the average period of time from dissertation submission to approval (3 months instead of 5-6).

#### *A Framework for Graduate Studies – Prerequisites*

A concerted effort is being made to transform the doctoral studies at the Hebrew University into a more structured and unified venture. In the experimental disciplines steps were taken to standardize the preconditions for the Ph.D. "Direct Course" (*Maslul Yashir*). In the non-experimental disciplines, a committee chaired by Professor Yoram Bilu is currently working on delineating a common set of requisites for graduate studies. This set should include:

- Establishing a committee for doctoral students at each department or school. These committees will deal with all doctoral students' affairs – selection, fellowships, teaching and research assistance – using a common set of criteria.
- Establishing a select core of classes earmarked for doctoral students as a basis for graduate school.
- Upgrading the supervision process by involving the accompanying committees (*Va'adot Melavot*) more intensively in all phases of the graduate studies.

#### *A Framework for Graduate Studies – Community and Identity*

Since its establishment, the Authority for Research Students has been dealing with doctoral students a) as individuals, and b) by "remote control," without direct access to their academic milieus and scholarly programs. The trajectory of doctoral studies at the University was typically personally-



geared, unstructured, and relatively open-ended. Particularly in the non-experimental disciplines where the common ground of the laboratory with its team-work does not exist, this trajectory barely exceeded the advisor-student dyad. These conditions were inauspicious to the creation of a community of graduate student with a sense of shared calling, scholarly identity and a distinctive *esprit de corps*. This year, under the leadership of Dr. David Levy-Faur (Political Science and Public Policy), various attempts have been made to fill this void and create a more stimulating intellectual ambiance where a community of young scholars can germinate. The availability of multi-annual fellowships for distinguished students (primarily the President's and Rector's Fellowships), and the promising cadre of committed doctoral students they created, has facilitated these new initiatives which include:

- a. Methodological workshops, aimed at improving the students' statistical, data-bases, and computer-related skills.
- b. Courses in English and academic writing, designed to enable the students to write academic papers for publication in peer-reviewed journals.
- c. Workshops dealing with required skills for academic career (performing in conferences, preparing scientific posters, etc).
- d. Study groups for doctoral students, to encourage independent academic research and discussion from an interdisciplinary perspective.

It is our hope that the accumulation of such initiatives in a "bottom-up process" will eventually lead to the establishment of a full-fledged graduate school at the Hebrew University.

### **The Library Authority**

The Library Authority, chaired by Prof. Jacob Metzger, this year brought two projects to fruition. One is the renovation of the Periodicals' Reading Room at the Library Information Center on Mount Scopus, which completes the work on the entrance level of the Library, turning it into a modern multi-faceted space for on-line information and interactive learning. This major undertaking was made possible by generous contributions by Berel and Agnes Ginges and by the Orion Foundation, Australia. The second project is the transfer of the Einstein Archives from the Jewish National and University Library to the Library Authority, housing it in newly prepared facilities on the Edmond J. Safra Campus.

Following the success of the recently completed three new Library

Information Centers (the Law library, the Prusiner Medical Information Center and the Berel and Agnes Ginges – Australia Library Information Centre), the University has embarked this year on a new renovation project – turning the ground and the lower floors of the Harman Science Library on the Edmond J. Safra Campus into a state-of-the-art information commons. The planning of the project has just been completed and it is hoped that the funding to enable its realization will be forthcoming soon.



On the "academic front," a Dissertation Repository has been created in which all the Hebrew University PhD Dissertations approved since 2008 are now available on-line in full-text format via the University's main catalog. An attempt is now being made to incorporate dissertations from previous years into the repository as well, and expand it to Master theses.

Computerized library training courses have been introduced and are offered to undergraduate students at the Faculty of Science and in the Department of Political Science. These courses are compulsory, as are the various courses given to the Medicine, Agriculture, Law, Education and Social Work students by the library staff. The Library Authority hopes to expand them to the entire undergraduate student body in the near future.

A new program to rationalize and consolidate the means and methods for

collection development at the Mt. Scopus Library has been prepared and endorsed by the Library Authority's Governing Board. Its essence is to make the library management (through specially designated librarians) responsible for the development of the collection, viewing it as an integrated whole in terms of both content and budget, instead of the fragmented structure by which acquisitions have been made so far. Faculty members and particularly the academic library committees are expected to continue to be deeply involved in the process by generating demand for materials to be purchased, by being consulted by the collection librarians, and by continuously overseeing their work.

### **In appreciation**

Many of the achievements described and summarized in the previous pages show the results of efforts made over a long period of time. I am grateful to the previous Rector, Prof. Haim Rabinowitch, for his long-term contributions to the Hebrew University and for helping me, in the relay-race of office holders, to a smooth transition.

In the course of this tumultuous year, I was privileged to have been guided by an experienced President, Prof. Menachem Magidor, and benefitted from cooperation with Vice Presidents Prof. Hillel Bercovier (Research and Development, Mr. Elhanan Hacohen (Administration and Finance) and Mr. Carmi Gillon (External Affairs). I was assisted by Prof. Miri Gur-Aryeh (Vice-Rector), Prof. Eli Friedman (Review Committees, experimental sciences), Prof. Jacob Metzger (Review Committees, non-experimental sciences and also Chairman of the Library Authority); Prof. Oded Navon (Acting Vice-Rector); Deans: Prof. Israel Bartal (Humanities); Prof. Boas Shamir (Social Sciences); Prof. Yoav Dotan (Law); Prof. Gad Marom (Science); Prof. Ehud Razin (Medicine); Prof. Adam Stabholz (Dental Medicine); Prof. Eli Feinerman (Agriculture); Prof. Tsvi Piran (Business Administration); Prof. Gail Auslander (Social Work) and Prof. Esti Shohami (Students); Prof. Yoram Bilu (Chairman, Authority of Research Students); Ms. Shafi Belek (Senior Adviser to the President); Mr. Joel Alpert and the staff of the Academic Secretariat; and Ms. Yochi Baron and the staff of the Rector's Office.

Their support and assistance is enormously appreciated.

Prof. Sarah Stroumsa  
Rector