



**Committee for the Evaluation of Political Science and International Relations  
Programs**

**Interdisciplinary Center Herzliya  
Lauder School of Government, Diplomacy, and Strategy  
Evaluation Report**

**September 2011**

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## **Chapter 1: General Background**

During its meeting on October 7, 2008, the Council for Higher Education (hereafter: CHE) decided to evaluate departments in the fields of Political Science and International Relations.

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

- **Prof. Thomas Risse, Otto Suhr Institute for Political Science, Freie Universität Berlin, Germany– Committee Chair**
- **Prof. Gabriel Ben Dor, School of Political Sciences, University of Haifa, Israel<sup>1</sup>**
- **Prof. Benjamin Jerry Cohen, Department of Political Science, University of California, Santa Barbara, USA**
- **Prof. Abraham Diskin, Department of Political Science, Hebrew University of Jerusalem, Israel and Lauder School of Government, Diplomacy, and Strategy, Interdisciplinary Center, Herzliya, Israel<sup>2</sup>**
- **Prof. Galia Golan, Lauder School of Government, Diplomacy and Strategy, Interdisciplinary Center, Herzliya, Israel<sup>3</sup>**
- **Prof. Ellen Immergut, School of Social Sciences, Humboldt University Berlin, Germany<sup>4</sup>**
- **Prof. Robert Lieber, Department of Government, Georgetown University, USA<sup>5</sup>**
- **Ms. Marissa Gross, Coordinator of the Committee on behalf of the CHE.**

Within the framework of its activity, the committee was requested to:

\*Examine the self-evaluation reports, which were submitted by institutions that provide study programs in Political Science and International Relations.

\*Present the CHE with final reports for the evaluated academic units and study programs – a separate report for each institution, including the committee’s findings and recommendations.

\*Submit to the CHE a general report regarding its opinion as to the examined field within the Israeli system of higher education with recommended standards.

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

The first stage of the quality assessment process consisted of self-evaluation, including the preparation of a self-evaluation report by the institutions under evaluation. This process was conducted in accordance with the CHE’s guidelines as specified in the document entitled “The Self-Evaluation Process: Recommendations and Guidelines” (October 2008).

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<sup>1</sup> Prof. Gabriel Ben Dor did not participate in the evaluation of University of Haifa.

<sup>2</sup> Prof. Abraham Diskin did not participate in the evaluation of the Interdisciplinary Center Herzliya.

<sup>3</sup> Prof. Galia Golan did not participate in the evaluation of the Interdisciplinary Center Herzliya.

<sup>4</sup> Prof. Ellen Immergut did not participate in the visits of Open University, Ben Gurion University, and Interdisciplinary Center Herzliya.

<sup>5</sup> Prof. Robert Lieber did not participate in the first round of visits.

## **Chapter 2: Committee Procedures**

The Committee held its first formal meetings on February 15, 2011. At this meeting committee members were given an overview of higher education in Israel and a description of the Israeli CHE. They also discussed Political Science and International Relations programs in Israel and fundamental issues concerning the committee's quality assessment activity. Committee members had received copies of the departmental reports before this date.

During February 2011 committee members conducted full-day visits to three institutions whose programs the committee was requested to examine: Academic College of Tel Aviv Yaffo, Bar Ilan University and Tel Aviv University. In May 2011, committee members visited the University of Haifa, Open University, Ben Gurion University and the Interdisciplinary Center.

This report deals with the Lauder School of Government, Diplomacy and Strategy at the Interdisciplinary Center. The Lauder School of Government was founded in 2000 and began offering a Master's degree 2008. During the 2009-2010 school year, 606 BA students and 150 Master's students were enrolled in the Department.

The Committee's visit to the Interdisciplinary Center took place on May 22, 2011. Prof. Gabi Ben Dor, Prof. Benjamin Jerry Cohen and Prof. Robert Lieber participated in the site visit. Prof. Thomas Risse visited the IDC on May 20, 2011.

The committee spent one day of intensive meetings. It also had an opportunity to see the libraries and other facilities, and meet with appropriate administrators, tenure and tenure-track faculty, adjunct faculty, and BA and MA students. We thank the appropriate individuals for their involvement in our proceedings. Their input allowed us to explore many of the issues raised in the self-study report.

The schedule of the visit, including the list of participants representing the institution, is attached as Appendix 2.

### **Chapter 3: Executive Summary**

The Lauder School of Government, Diplomacy, and Strategy is unique for Israel, and its accomplishments within a short period of time are impressive. The Lauder School has gained international visibility and acquired a strong reputation not only within Israel, but abroad as well. The Lauder School has made excellent use of its independence and flexibility to create a faculty that provides a very good mix of both senior members with relevant experience in academic or in government and politics, and outstanding recently appointed junior faculty. Both senior and junior faculty exhibit a commendable enthusiasm, loyalty and commitment to the Lauder School. The leaders of the IDC and Lauder School show the same staunch support and commitment to the institution and we were impressed by their leadership qualities.

Students and alumni point to the friendly atmosphere on campus, to the efforts of the leadership and the senior faculty to make the students partners. They single out the importance of the open door policy of the Dean's office, which allows them to approach the heads of the School with their own ideas and initiatives. Students also feel that the faculty take their teaching duties seriously, and that they are taught well. In general, the atmosphere on the campus is one of activity, involvement and interest in public affairs.

With regard to the general goals of the Lauder School, the committee recommends that the School establishes more concrete milestones to accomplishing its mission and that it monitors progress more rigorously. With regard to the study programs, the committee recommends to increase the number of course offerings in Middle Eastern politics and to consider the adoption of at least one required course in the humanities in general and in history in particular. The number of inter-disciplinary courses should also be increased, above and beyond inter-disciplinarity in programs. For the MA program, fewer courses should be assigned overall, but with more credit hours. However, the program needs more methodology courses and more obligatory seminars. The centrality of Teaching Assistants in the study programs should be reduced and MA students should not be used as TAs for MA level classes. Regular faculty rather than adjuncts should teach introductory classes in the BA program and Instructors should provide thorough written evaluations of student papers on all levels. We recommend to consider establishing a Ph.D. program in cooperation with departments at other leading Israeli universities.

With regard to faculty and research, the committee recommends that an effort be made to hire faculty in Middle Eastern politics. The ultimate criteria for faculty assessment and promotion should be qualitative and publication of books with major university presses should be regarded as major accomplishments in this context. An adequate incentive system should be introduced to correct the imbalance in the publishing record of the faculty. Finally, the IDC should continue improving the situation of the library, which currently has far too few titles or copies for a major political science program.

## **Chapter 4: Evaluation of the School of Government, Diplomacy, and Strategy, Interdisciplinary Center (IDC) Herzliya**

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

### **4.1 Mission, Goals, and Aims**

The Lauder School of Government, Diplomacy, and Strategy is unique for Israel, and its accomplishments within a short period of time are very impressive. The Interdisciplinary Center (IDC) Herzliya is a private institution that receives no funding from the government, and it has been both nimble and innovative in its development as a policy school, increasingly comparable in quality and reputation to well established institutions in the United States and Europe. Its mission statement expresses praiseworthy objectives: to become one of the top five schools of political science and international relations in Europe and one of the top twenty in comparison with the United States, and to do so within the next five years. Its self-described mission is to “educate and train the future leaders of the public sector in Israel, to equip its students with academic, intellectual, theoretical and practical tools, and to instill them with values of excellence, leadership, involvement, honesty and responsibility.”

To achieve these goals, the School is committed to aggressively recruiting the “best and brightest” Israeli political scientists, support their research, and apply rigorous standards for hiring and promotion. It recruits competitively, seeking students with high qualifications, and it attracts a large number of excellent international students, many of whom later settle in Israel.

These are all commendable achievements and objectives. The Lauder School has come to play a unique role in Israeli higher education. It has gained international visibility and acquired a strong reputation not only within Israel, but abroad as well. We appreciate and value what the School has accomplished. However, our assessment does identify a number of concerns and areas needing to be addressed.

First of all, the committee was somewhat disappointed by the evaluation report itself. It provided less of the data and analysis than might have been expected from a self-evaluation report. The Report, and the Committee’s work, would have benefitted from more analytical treatment of the School’s considerable strengths coupled with an assessment of challenges and areas for improvement.

As noted above, the School’s self-described mission is to “educate and train the future leaders of the public sector in Israel.” This fits the purpose of a high quality policy school, and there are important and prestigious reference points abroad: Science Po in Paris, Harvard’s Kennedy School, SAIS Johns Hopkins, the Fletcher School at Tufts, and Georgetown’s School of Foreign Service, among others. Another valuable reference point would be the more recently founded Hertie School of Governance in Berlin. However and unfortunately, the committee did not receive data that would have enabled the committee to assess how well the School is doing in

fulfilling its mission. We recommend, therefore, that the Lauder School establishes concrete milestones how to reach its goals and monitors much more rigorously its progress toward them.

## 4.2 The Study Program

The study program at the Lauder School was built to reflect the dual mission of the IDC: academic excellence on the one hand, and commitment to public involvement and activity, on the other. The institution takes great pride in having on its faculty people who not only excel in academic research, but who also have a record of having fulfilled important public functions in government and the security system.

The study program itself also emphasizes the international character of the institution. English is taught intensively during the first two years of the BA, and then all students in the Lauder School are required to take two of their third year courses in English. The emphasis is on acquiring a mastery of English not just as a passive tool of reading, but also of active use in the professional life of the students. This goal is apparently accomplished with great success, which is a unique feature of the program.

Students feel good about the campus encouraging innovation and change, coming from the students as well as the faculty. Students are proud of the combination of theory and practice in their studies, manifest in the teaching staff as well as the special courses. According to many of them, these special courses, and courses in general in the program, emphasize less old-fashioned, remote, purely theoretical aspects, and stress more modern, practical and applied issues which allow for more individual creativity. This is particularly salient in the political communications program, but also in courses in the School in general in the form of internships and workshops. The committee was also impressed by the strong emphasis on internships in the study programs.

However, there is a problem concerning the use of teaching assistants. It is of course normal to make use of these within large undergraduate courses. But the School appears to over-emphasize the role of TAs in its teaching program. At the MA level, for example, it is much less common at leading institutions to make extensive use of TAs. Within the School, MA students who enter with excellent records and expecting a selective educational experience can find themselves in classes of 40 to 60 students, and with their grades dependent on the TAs. This raises several issues. As a general rule, graduate students should not be grading other graduate students. Some TAs, especially those in MA courses, may be insufficiently qualified in their preparation for the specific course subject in which they are being asked to grade. The committee recommends that the centrality of TAs in the School's teaching program be reduced drastically, that MA students are not used as TAs for MA level classes and, most important, that they do not grade other MA students' work.

Finally, the School, needless to say, follows the general motto of the institution, that of the inter-disciplinary nature of the modern world in general, and of modern scholarship in particular. This goal, by and large, is achieved with great success. Yet there is a need for inter-disciplinary approaches in the given *courses*, above and beyond the cooperation across disciplines in *programs*. Such courses could, and should, deepen the innovative concepts of modern, inter-disciplinary and multi-disciplinary teaching advocated by the IDC and the Lauder School.

### *BA Program*

In general, the program works well on the BA level, because the students can choose coherent concentrations of courses in the form of clusters, allowing them to invest their time in certain sub-specializations within the discipline. There are also fruitful inter-disciplinary programs, such as the joint one in law and government. Also, the program in political psychology gives the Lauder School major competitive advantages.

The students take only compulsory courses in the first year, while in the third year all courses are electives. A menu of six clusters is available of which students can take two. Diplomacy, strategy, international relations, anti-terrorism, and Israeli politics are areas of strength. BA students are required to take one methodological course and one in statistics. Middle Eastern politics, which appears to be of great relevance to the various components of the program, is a relatively weak area. The committee recommends that the Lauder School hires additional faculty in this area.

About 70% of the introductory classes are taught by adjunct faculty. While the Lauder School has recently recruited new faculty to teach in the BA program, the committee recommends that regular faculty teaches the introductory classes so as to ensure that students meet their professors early on in their studies.

The School employs a large number of teaching assistants, who are, by and large, MA students in the program. Some of these are given the responsibility of overseeing groups of up to sixty BA students per TA and of grading total numbers of students far beyond the limit of approximately 50 students per semester commonly in place at other major universities, which appears unreasonable to the Committee. We recommend that the School should make an effort to considerably limit the size of the groups.

Some members of the teaching staff feel that the background of the students leaves a great deal to be desired when it comes to the humanities. Students are weak in their knowledge of history, philosophy, arts and literature. History in particular seems to be relevant to a school of government, diplomacy, and strategy. There are elective courses in history that the students can take elsewhere on the campus, but this is an untidy and eclectic option. The School might consider the adoption of at least one required course in the humanities in general, and specifically in history, during the initial stages of the BA. Alternatively, during the orientation week which is given at the outset of the first year (a praiseworthy project in its own right) an effort should be made to direct the students to the relevant courses in the humanities.

### *MA Program*

In the MA program, the objective is to have small groups in order to deepen the teaching and learning process. However, there seems to be some unevenness about this, and some of the classes are still not small enough to accomplish the objective.

In addition, while the concept is to have 8-12 students in high level MA seminars, in practice the vast majority of the MA students take courses, rather than seminars, and apparently only one single seminar is required during the entire term of studies for the degree. This is not adequate to achieve the aim of depth and research. Indeed, students raised the question of depth in the MA program, arguing that at the present time quantity appears to dominate at the expense of quality.

The suggestion of some students is to have fewer courses, but with more credit hours, thereby allowing more time and energy to be devoted to the pursuit of the subjects of the given course with greater intensity and profundity. This suggested route to depth is most desirable, and the committee recommends that the Lauder School go in this direction by improving further the quality of the courses, and by having more seminars.

The MA students in general are of high quality, which is not surprising, given that admission to the program now requires a grade point average of over 90. Perhaps precisely because of that, some the students feel that the courses are not sufficiently challenging. More seminars might alleviate this feeling.

MA students are required to take one methodological course. The committee would like to encourage the School to consider more methodological courses, not only in order to make the students acquainted with modern research, but also to enable them to acquire the tools necessary to do independent research in the advanced stages of their studies. This is particularly needed because of the obvious unevenness in the methodological background of the students admitted to the MA program. The committee would like to emphasize that it would like to see qualitative research methods taught and cultivated, in addition to the quantitative ones usually preferred and promoted by the programs around the country.

Some complaints were made by students about the way that their written work is handled. At times, the papers are returned with comments which are entirely technical in nature, failing to address the deeper substantive questions involved, as if the instructor in question did only a perfunctory job. Instructors should be required to provide thorough written evaluations of student papers on all levels.

### *PhD Program*

There may be a case for a small, highly selective Ph.D. program. While there should be caution about overload, there is high faculty quality in the School, especially among recently hired junior faculty who have arrived with impressive records and credentials of their own and who would welcome such a program. At this time there is no other Israeli policy-oriented Ph.D. program in Government. We recommend that the Lauder School considers establishing a Ph.D. program in cooperation with departments of other leading Israeli universities. We will make a suggestion in our general report.

## **4.3 Faculty**

The Lauder School has made excellent use of its independence and flexibility to create a faculty that provides a very good mix of both senior members with relevant experience in academia or in government and politics, and outstanding recently appointed junior faculty who come from top Ph.D. programs and whose research agendas, publications, and post-doctoral training equip them for promising careers. Unlike the publicly supported Israeli universities, IDC faculty do not face a mandatory retirement age, and the IDC has been able to hire top senior faculty from other institutions. Financial flexibility has also enabled it to be competitive in attracting faculty from within Israel and from abroad. Recruitment of faculty has been relatively successful though

informal. In order to insure the strongest possible talent pool, entry level and senior openings should be more widely publicized, for example through announcements in one or more of the established academic websites commonly used by universities to advertise job openings.

Both senior and junior faculty exhibit commendable enthusiasm, loyalty and commitment to the Lauder School. They believe in its purpose and seem deeply engaged in its programs. We saw no sign of the disengagement, withdrawal, or burnout that can appear among academics who become frustrated or disillusioned with their institution and careers. The leaders of the IDC and Lauder School show the same staunch support and commitment to the institution and, together with the faculty, this constitutes a valuable asset for the School and its future development. In addition, both the Dean and Deputy Dean of the Lauder School are themselves well-established scholars with strong reputations in their fields. We were very impressed by their leadership qualities.

Junior faculty, whose quality appears competitive with those at top institutions abroad, face very high performance expectations in the School. On the one hand, the institution has made important efforts to provide them the resources needed for their teaching and research. On the other hand, these tasks, as well as the various ongoing programs and other activities, plus the pressure to publish in prestigious journals, mean that they must perform at a high level in order to earn senior faculty status. Though the IDC does not offer formal tenure, it does provide a more secure contractual basis for those who meet the criteria. Junior faculty are mostly aware of the expectations and requirements and they understand that these are largely consistent with standards at peer institutions. One anomaly, however, concerns the apparent equating of publication of a university press book with publication of one or two articles in top refereed journals. We find this questionable. Serious books with major university presses remain a benchmark for scholarly publication and promotion at most of the leading research universities in the United States, Europe, and in many other countries. While it is true that some areas of the discipline are more “journal driven”, in that top scholarship is likely to appear primarily in certain journals rather than in book form, this is more the exception than the rule. In any case, the ultimate criteria for faculty assessment and promotion should be qualitative, based on the intellectual contribution of the work and the assessment and appreciation of it by scholars in the discipline.

The use of substantial numbers of adjunct faculty allows the School to bring in both current and former practitioners, which is normal in a policy school. It also reflects a situation in which there are more than 900 students (approximately 720 in the BA and 190 in the MA) as of 2009-10, for a faculty of fewer than two dozen fulltime senior and junior faculty. Thus the number of faculty may not be sufficient for the number of students. This creates both a need and opportunity to bring in leading faculty from other Israeli universities (some of them recent retirees) or from abroad for short term appointments. The use of adjuncts is often very worthwhile, but care needs to be taken concerning the percentage of both BA and MA courses taught by adjuncts, and to be attentive about quality control, particularly with regard to introductory courses on the BA level (see above).

#### 4.4 Students

The IDC, a private college covering 90 percent of its budget from tuition fees, has close to six thousand students, and over 900 of them attend the Lauder School. The tuition fees for the BA are about three and a half times as high as the fees in the public universities in Israel. On the MA level, the gap is narrower, but still very significant. As a result, the IDC has acquired a certain reputation as the college for the wealthy. However, the institution recognizes the importance and advantages of having a diverse student body, and it tries to attract students from various strata of the population, including Ethiopians and residents of the periphery. About 50 Ethiopian students are subsidized each year, and about 17 million shekels are spent each year on scholarships. The IDC makes a special effort to attract underprivileged students with a promise for future leadership. It seems that some ten percent of the student body is now made up of qualified underprivileged students.

Still, the vast majority of the scholarships cover only a part of the high tuition fees, and in addition students have to cope with the very high costs of living in the Herzliya region. This high cost deters a good many worthy students from attending the college.

Even so, the program has grown by leaps and bounds. The admission standards to the School have been rising, and right now they stand at about 630 composite points, which is dozens of points higher than the average at the public universities in the country. Certain allowances made for underprivileged students bring down the score slightly, but even so the admission standards for the School are very high by Israeli standards. Yet, despite the high costs and the high threshold of admission, students wish to attend the School in large numbers, and there is no shortage of applicants.

One great advantage of the program is its international character. There are some 1400 international students on campus, close to 25 percent of the total student body, and there is a very large number of programs in English, as well as courses in English—two of them obligatory!—in the regular course of studies in the School. Some 25 percent of the degree programs are in English, and about 80 countries are represented on campus. This is an extremely impressive accomplishment, particularly by Israeli standards. Yet, the vast majority of the international students are Jewish, and 95 percent of them eventually settle in Israel according to the senior administration. We recommend that the Lauder School increase its efforts to increase the diversity of its international student body.

Students and alumni point to the friendly atmosphere on campus, to the efforts of the leadership and the senior faculty to make the students partners, and not just “clients” or customers of the system. They single out the importance of the open door policy of the Dean’s office (and similar functionaries), which allows them to approach the heads of the School with their own ideas and initiatives, which are often accepted and implemented. Students also feel that the faculty take their teaching duties seriously, and that they are taught well. Still, there are complaints about such matters as grades not being given out on time, within the two weeks allowed by the regulations, so that there is apparently room for improvement in that aspect of the teaching system.

In general, the atmosphere on the campus is one of activity, involvement and interest in public affairs. The various research institutes organize a diversity of events, speeches, lectures, discussions, conferences and symposiums, which expose the students to many leading figures in

Israel and abroad. This is a unique feature of the campus, and most students take great pride in it, although some feel that there is not enough extra-curricular activity.

Programs aimed at involvement in, and assistance for, the community abound in the form of some forty projects, in which students are heavily engaged. Students organize, on their own, a variety of activities, some of them competitive on the international level. For instance, the debate team of the college, led and dominated by students of the School has won major awards in international competition, yet its leaders complain of a total lack of financial support for the project from the college, so that it has had to be financed from private funds of the students themselves.

The School and the college have a variety of special programs, some concentrating on leadership, which allows students to acquire financial assistance and to pursue their studies with relative comfort and confidence. The Argov program was singled out for praise by all those involved.

The strong ties forged by the students during their studies and their intensive involvement in campus life endure after graduation. Alumni pointed with pride to the emergence of a network of former students at the School who are now involved in public affairs professionally, as in the case of lobbyists or parliamentary assistants in the Knesset. These professionals keep in constant touch with one another, and to some extent with the Lauder School, which is a great advantage to both. It also has great potential for making future employment of the graduates of the School easier to secure. In addition, the Lauder School seems to do a good job in keeping in touch with these alumni, so that it has a strong base for future support on a variety of levels.

For all these impressive achievements, some students feel that there is still insufficient attention to the students as such, and to the special problems that they face during their course of studies. These students feel that the faculty and the leadership invest all their energies in the academic faculty and the administration, and not much is left over for students. Thus, there is apparently room for improvement in communicating to the student body the commitment of the institution to the students as a hugely important factor in the scholarly community on campus in general and in the Lauder School in particular.

#### **4.5 Research**

We could not help but be impressed by the faculty's overall record of scholarship, whether measured in quantitative or qualitative terms. A wide range of books is being published in leading academic presses, such as Harvard University Press, Yale University Press, and Cambridge University Press. Likewise, articles appear regularly in top high-impact journals such as the *American Political Science Review*, *American Journal of Political Science*, and *International Organization* as well as in widely read policy journals like *Foreign Affairs*. We could not help noticing, however, that much of the scholarship is produced by a relatively small fraction of the senior faculty. The publishing record of a good number of the faculty is proportionately much thinner.

The School is to be commended for its commitment to providing a climate conducive to a high level of scholarly activity. Each faculty member, we are told, gets a research assistant at the M.A. or PhD level with the full financing of the School, as well as a sizable research budget. In

aggregate, over the past five years, funding amounting to close to \$4 million has been made available annually in support of research and conferences. Every year also sees a remarkably high number of meetings, workshops, and policy conferences, including the world-famous Herzliya Conference. A major international journal, *Political Psychology*, is now published from the Lauder School, with the School's Dean serving as editor in chief. And the various centers and institutes on campus provide additional support through their own active publishing programs. Our hope is that this pace of scholarly activity can continue to be sustained in the future.

#### **4.6 Broader Organizational Structure**

The Lauder School of Government, Diplomacy and Strategy is one of seven schools that collectively comprise the Interdisciplinary Center at Herzliya. The School is managed by its Dean, who answers directly to the Provost. The Dean is responsible for organizing, administering, and coordinating the ongoing activities of the School, both from an academic and administrative standpoint. The Dean is supported by several other School officials (including, in particular, the Deputy Dean, Undergraduate Advisor, and Director of the MA Program) and a network of standing committees.

Overall, the School's organizational structure seems clear and, to all appearances, functions efficiently, reflecting in particular the strong and effective leadership of the Dean. We were especially impressed by the success of the Dean's office in recent years in expanding and upgrading the faculty of the School. We see no need for further recommendations in this area.

#### **4.7 Infrastructure**

Not surprisingly, given the IDC's relatively ample resources, we find little reason to question the overall adequacy of the infrastructure available to the School's present study program. The School is housed in the Lauder Building, a modern and attractive structure that is fully equipped with up-to-date computing and communication technologies. Classrooms are well designed, accommodating a variety of course sizes, and comfortable offices are available for all staff members including adjunct faculty. Several computer labs are available to students, who also can make use of the campus's broadcasting center, which has both radio and television studios.

However, we do have some concerns about the library, which currently has far too few titles or copies for a major political science program. We know that the IDC is committed to ameliorating the situation – for example, by allocating some \$200,000 in this year alone for book and journal acquisitions. We applaud these efforts and hope that they will be continued and intensified.

#### **4.8 Quality assessment**

The School appears to have a well developed set of internal mechanisms for quality assessments, including regular examination of courses and study content and regular teaching surveys. However, as mentioned above, the committee felt that the Self-Evaluation Report had missed an opportunity to provide a frank assessment of the strengths and the weaknesses of the Lauder

School in accomplishing its mission. We recommend that this be corrected in future evaluation exercises.

## **Chapter 5: Recommendations**

### **5.1 Congratulatory Remarks**

The Lauder School of Government, Diplomacy, and Strategy is unique for Israel, and its accomplishments within a short period of time are impressive. The Lauder School has gained international visibility and acquired a strong reputation not only within Israel, but abroad as well. We appreciate and value what the School has accomplished.

The Lauder School has made excellent use of its independence and flexibility to create a faculty that provides a very good mix of both senior members with relevant experience in academic or in government and politics, and outstanding recently appointed junior faculty who come from top Ph.D. programs and whose research agendas, publications, and post-doctoral training equip them for promising careers. Both senior and junior faculty exhibit a commendable enthusiasm, loyalty and commitment to the Lauder School. They believe in its purpose and seem deeply engaged in its programs. We saw no sign of the disengagement, withdrawal, or burnout that can appear among academics who become frustrated or disillusioned with their institution and careers. The leaders of the IDC and Lauder School show the same staunch support and commitment to the institution and, together with the faculty, this constitutes a valuable asset for the School and its future development. In addition, both the Dean and Deputy Dean of the Lauder School are themselves well-established scholars with strong reputations in their fields. We were impressed by their leadership qualities.

Students and alumni point to the friendly atmosphere on campus, to the efforts of the leadership and the senior faculty to make the students partners, and not just “clients” or customers of the system. They single out the importance of the open door policy of the Dean’s office (and similar functionaries), which allows them to approach the heads of the School with their own ideas and initiatives, which are often accepted and implemented. Students also feel that the faculty take their teaching duties seriously, and that they are taught well. In general, the atmosphere on the campus is one of activity, involvement and interest in public affairs.

### **5.2 Recommendations**

With regard to the *general goals* of the Lauder School, the committee recommends

- that the School establishes more concrete milestones to accomplishing its mission and that it monitors progress more rigorously through regular and frank self-evaluation;
- that the IDC continues improving the situation of the library, which currently has far too few titles or copies for a major political science program.

With regard to the *study programs*, the committee recommends

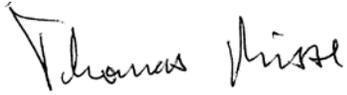
- to increase the number of course offerings in Middle Eastern politics which seems to be of great relevance to the program and to hire additional faculty in this area;
- to consider the adoption of at least one required course in the humanities in general and in history in particular, or, alternatively, to direct students to the relevant courses during orientation week;

- to increase the number of *inter-disciplinary courses*, above and beyond inter-disciplinarity in programs;
- to consider more methodology courses in the MA program (including qualitative methodology) enabling students to acquire tools necessary to do independent research in advanced stages of their studies;
- to assign fewer courses at the MA level, but with more credit hours, thereby allowing more energy to be devoted to the subjects of a given course and improving the quality of the courses;
- to increase the number of obligatory seminars on the MA level;
- to reduce the centrality of Teaching Assistants in the study programs and to considerably limit the number of BA students per Teaching Assistant;
- not to use MA students as Teaching Assistants for MA level classes and to make sure that MA Students do not grade other MA students' work;
- to have regular faculty rather than adjuncts teach introductory classes in the BA program and to be attentive about quality control in this context;
- to ensure that Instructors provide thorough written evaluations of student papers on all levels;
- to communicate better the commitment of the institution to the students as a hugely important factor in the scholarly community on campus in general and in the Lauder School in particular;
- to consider establishing a Ph.D. program in cooperation with departments at other leading Israeli universities.

With regard to *faculty* and *research*, the committee recommends

- that an effort be made to hire faculty in Middle Eastern politics which appears to be particularly relevant for the various study programs;
- that the ultimate criteria for faculty assessment and promotion be qualitative and that publication of books with major university presses should be regarded as major accomplishments in this context;
- that the imbalance in the publishing record of the faculty be corrected through an adequate incentive system.

**Signed by:**



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Prof. Thomas Risse, Chair



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Prof. Gabriel Ben Dor



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Prof. Benjamin Jerry Cohen



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Prof. Ellen Immergut



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Prof. Robert Lieber

## Appendix 1: Copy of Letter of Appointment



November 30, 2010

Prof. Thomas Risse  
Otto-Suhr-Institute for Political Science  
Freie Universität Berlin  
Germany

**שר החינוך**  
**Minister of Education**  
وزير التربية والتعليم

Dear Professor Risse,

The Israeli Council for Higher Education (CHE) strives to ensure the continuing excellence and quality of Israeli higher education through a systematic evaluation process. By engaging upon this mission, the CHE seeks to: enhance and ensure the quality of academic studies, provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel, and ensure the continued integration of the Israeli system of higher education in the international academic arena.

As part of this most important endeavor we reach out to world renowned scientists to help us meet the critical challenges that confront the Israeli higher education by accepting our invitation to participate in our international evaluation committees. This process represents an opportunity to express our common sense of concern and to assess the current and future status of education in the 21<sup>st</sup> century and beyond. It also establishes a structure for an ongoing consultative process among scientists around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial enterprise.

It is with great pleasure that I hereby appoint you to serve as the chair of the Council for Higher Education's Committee for the Evaluation of Political Science and International Relations. The composition of the Committee will be as follows: Prof. Thomas Risse (Chair), Prof. Gabriel Ben Dor, Prof. Benjamin Jerry Cohen, Prof. Abraham Diskin, Prof. Galia Golan, Prof. Ellen Immergut, and Prof. Robert Lieber.

Ms. Marissa Gross will coordinate the Committee's activities.

In your capacity as the chair of the Evaluation Committee, you will be requested to function in accordance with the enclosed appendix.

I wish you much success in your role as chair of this most important committee.

Sincerely,

Gideon Sa'ar  
Minister of Education,  
Chairperson, The Council for Higher Education

*Enclosures:* Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Michal Neumann, The Quality Assessment Division  
Ms. Marissa Gross, Committee Coordinator

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## Appendix 2: Site Visit Schedule

Lauder school of government, IDC Herzliya schedule of visit  
Sunday, May 22, 2011

Time	Subject	Participants
9:00-9:30	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	<ul style="list-style-type: none"> <li>• <b>Prof. Uriel Reichman</b>, President</li> <li>• <b>Prof. Rafi Melnick</b>, Provost</li> <li>• <b>Dr. Ayelet Ben-Ezer</b>, Vice President for Student Affairs</li> <li>• <b>Prof. Alex Mintz</b>, Dean of the Lauder School of Government, Diplomacy and Strategy</li> <li>• <b>Dr. Boaz Ganor</b>, Deputy Dean, Lauder School of Government, Diplomacy and Strategy</li> </ul>
9:30-10:15	Meeting with the Dean of the Lauder School of Government	
10:15-11:00	Meeting with senior faculty and representatives of relevant committees (teaching/curriculum committee, admissions committee, appointment committee)*	<ul style="list-style-type: none"> <li>• <b>Dr. Boaz Ganor</b>-Head of the Students Admissions Committee for the M.A</li> <li>• <b>Dr. Lisa Ireni-Saban</b>- Head of Students Admissions Committee for the B.A</li> <li>• <b>Prof. David Nachmias</b> - Director of the Specialization in Public Policy and Administration</li> <li>• <b>Dr. Eran Halperin</b>- Deputy Director of the Political Psychology Program</li> <li>• <b>Dr. Alisa Rubin Peled</b>- Academic Director, Argov Fellows Program</li> <li>• <b>Dr. Guy Bechor</b> Director, Middle East Studies cluster.</li> <li>• <b>Dr. Noam Lemelshtrich Latar</b>, Dean of the Sammy Ofer School of Communication</li> <li>• <b>Dr. Isabel Berman</b>- Coordinator, Communication Skills in English</li> </ul>

11:00-11:30	Meeting with directors of center and institutes	<ul style="list-style-type: none"> <li>• <b>Prof. Alex Mintz</b>- Director, Programs in Political Psychology and Applied Decision Analysis</li> <li>• <b>Dr. Isaac Berzin</b>- Director Institute for Renewable Energy</li> <li>• <b>Dr. Boaz Ganor</b>- Director, ICT</li> <li>• <b>Tommy , Institute for Policy and Strategy</b></li> </ul>
11:30-12:15	Meeting with Junior Faculty*	<ul style="list-style-type: none"> <li>• <b>Dr. Assaf Moghadam</b></li> <li>• <b>Dr. Asif Efrat</b></li> <li>• <b>Dr. Lisa Ireni-Saban</b></li> <li>• <b>Dr. Lesley Terris</b></li> <li>• <b>Dr. Eitan Azani</b></li> </ul>
12:15-12:45	Tour of campus (classes, library, offices of faculty members, computer labs etc.)	
<b>12:45-13:30</b>	<b>Lunch</b>	
13:30-14:15	Meeting with Adjunct Lecturers*	<ul style="list-style-type: none"> <li>• <b>Dr. Jonathan Fine</b></li> <li>• <b>Mr. Ophir Pines-Paz</b></li> <li>• <b>Dr. Shaul Shay</b></li> <li>• <b>Dr. Tal Azran</b></li> </ul>
14:15-15:00	Meeting with Bachelors students***	
15:00-15:45	Meeting with Masters Students***	
15:45-16:30	Meeting with Alumni***	
16:30-17:15	Closed door working meeting	
17:15-18:00	Summation meeting with heads of the institution and of the department	<ul style="list-style-type: none"> <li>• <b>Prof. Uriel Reichman</b>, President</li> <li>• <b>Prof. Rafi Melnick</b>, Provost</li> <li>• <b>Prof. Alex Mintz</b>, Dean of the Lauder School of Government, Diplomacy and Strategy</li> </ul> <p><b>Dr. Boaz Ganor</b>, Deputy Dean, Lauder School of Government, Diplomacy and Strategy</p>

\* The heads of the institution and academic unit or their representatives will not attend these meetings.

\*\*\* The visit will be conducted in English with the exception of students who may speak in Hebrew and anyone else who feels unable to converse in English.