האוניברסיטה העברית בירושלים

The Hebrew University of Jerusalem

The Federmann School of Public Policy and Government

The Self-Evaluation Report

January 2010

Contents

Chapter 1 - <u>The Institution</u>

1.1 A brief summary describing the institution and its development since its establishment, including details of the campus(es) where the institution's teaching activities take place (number and location), names of the faculties /schools/departments in the institution, the over-all number of students studying towards academic degrees in the institution according to faculty and degree (first degree, second degree with thesis, second degree without thesis, doctoral degree), the date of recognition by the Council for Higher Education.

The proposal to establish a Jewish institution for higher education was first raised as far back as 1882, yet the cornerstone of the Hebrew University was only laid in Jerusalem in 1918. On April 1, 1925, the University was officially opened on Mount Scopus. The academic life of the University (courses and research) took place on Mount Scopus until 1948, the year of the establishment of the State of Israel. During the War of Independence, the road to Mount Scopus was blocked and the University was forced into exile; it continued its activities thereafter in rented facilities scattered throughout various parts of Jerusalem. In 1955, the government of Israel allocated land in the Givat Ram neighborhood for a new Hebrew University campus. In 1967, the road to Mount Scopus was reopened, and in the early 1970s, academic activities were restored on the Mount Scopus campus.

The University has since continued to grow, with the addition of new buildings, the establishment of new programs, and the recruitment of outstanding scholars, researchers and students, fulfilling its commitment to excellence.

The Hebrew University in Jerusalem was accredited as an institution of higher education by the President of Israel, Mr. Itzhak Ben-Zvi, in accordance with the Law of the Council of Higher Education, 1958, on the 23rd of August 1962.

The Hebrew University operates on five campuses:

- Mount Scopus campus, site of the Faculty of Humanities and the School of Education, the Faculty of Social Sciences, the School of Business Administration, the Faculty of Law and the Institute of Criminology, the School of Occupational Therapy, the Paul Baerwald School of Social Work and Social Welfare, the Truman Institute for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education.
- Edmund J. Safra campus in Givat Ram, site of the Faculty of Mathematics and Natural Sciences, The Rachel and Selim Benin School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Jewish National and University Libraries.
- Ein Kerem campus, site of the Faculty of Medicine (The Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, and the School of Nursing) and the Faculty of Dental Medicine.

- Rehovot campus, site of the Robert H. Smith Faculty of Agriculture, Food and Environment (The School of Nutritional Sciences and The Koret School of Veterinary Medicine).
- An additional site is the Interuniversity Institute for Marine Science in Eilat, operated by the Hebrew University for the benefit of all institutions of higher learning in Israel.

Below is the over-all number of students studying towards academic degrees in the institution according to degree:

| Students of the Hebrew University (2009)			
1st degree	2nd degree	Ph.D	Total
11,540	6,598	2,615	22,871

1.2   Mission statement of the institution, its aims and goals

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

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

The goal of the Hebrew University is to be a vibrant academic community, committed to rigorous scientific approach and characterized by its intellectual effervescence. These will both radiate and enlighten the University's surrounding society.

1.3   Description of Institution's organizational structure
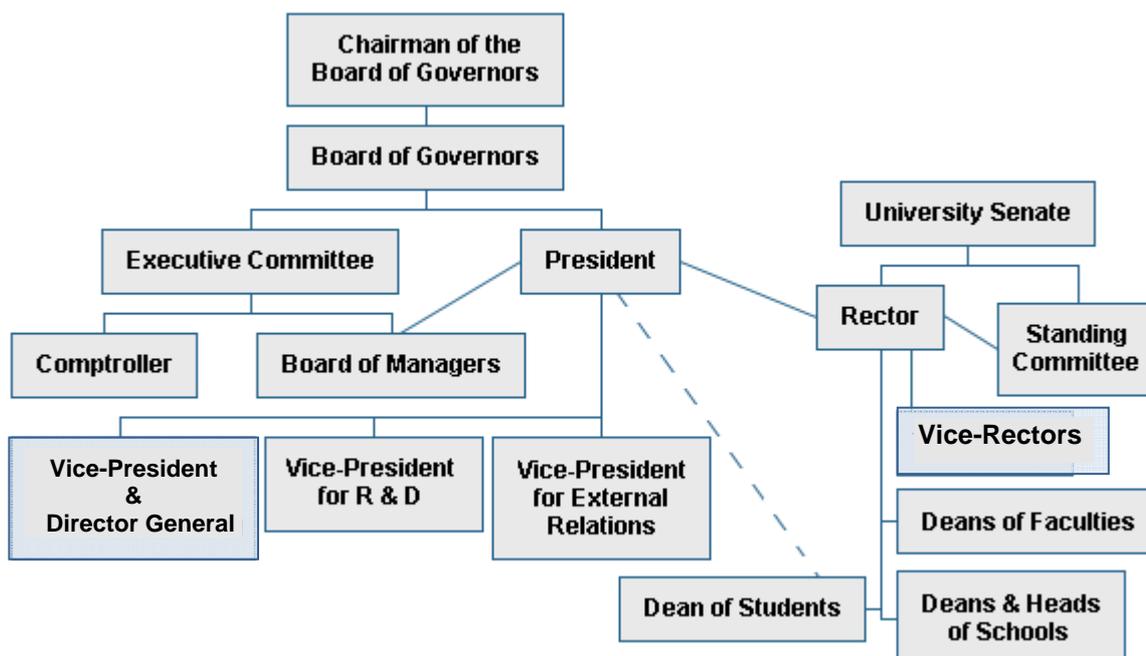
1.4 Names of holder of senior academic and administrative positions

Chairman of the Board of Governors: Michael Federmann
President: Prof. Menahem Ben Sasson
Rector: Prof. Sarah Stroumsa
Vice-President and Director-General: Elhanan Hacohen
Vice-President for Research and Development: Prof. Hillel Bercovier
Vice-President for External Relations: Carmi Gillon
Vice-Rector: Prof. Yaacov Schul
Vice-Rector   Prof. Oded Navon
Comptroller: Yair Hurwitz

Deans:
Faculty of Humanities: Prof. Israel Bartal
Faculty of Social Sciences: Prof. Avner de Shalit*
Faculty of Law: Prof. Barak Medina*
Faculty of Mathematics & Natural Science: Prof. Gad Marom
Faculty of Agriculture, Food & Environment: Prof. Aharon Friedman*
Faculty of Medicine: Prof. Eran Leitersdorf*
Faculty of Dental Medicine: Prof. Adam Stabholtz
School of Business Administration: Prof. Dan Galai*
School of Social Work: Prof. Gail Auslander
Dean of Students: Prof. Esther Shohami

* Effective October 1, 2009

Chapter 2 - The parent unit Operating the Study programs Under Evaluation - The Faculty of Social Sciences

2.1-2.2 The name of the parent unit and a brief summary of its "history", its activities and development in the period of its existence. Mission statement of the parent unit, its aims and goals.
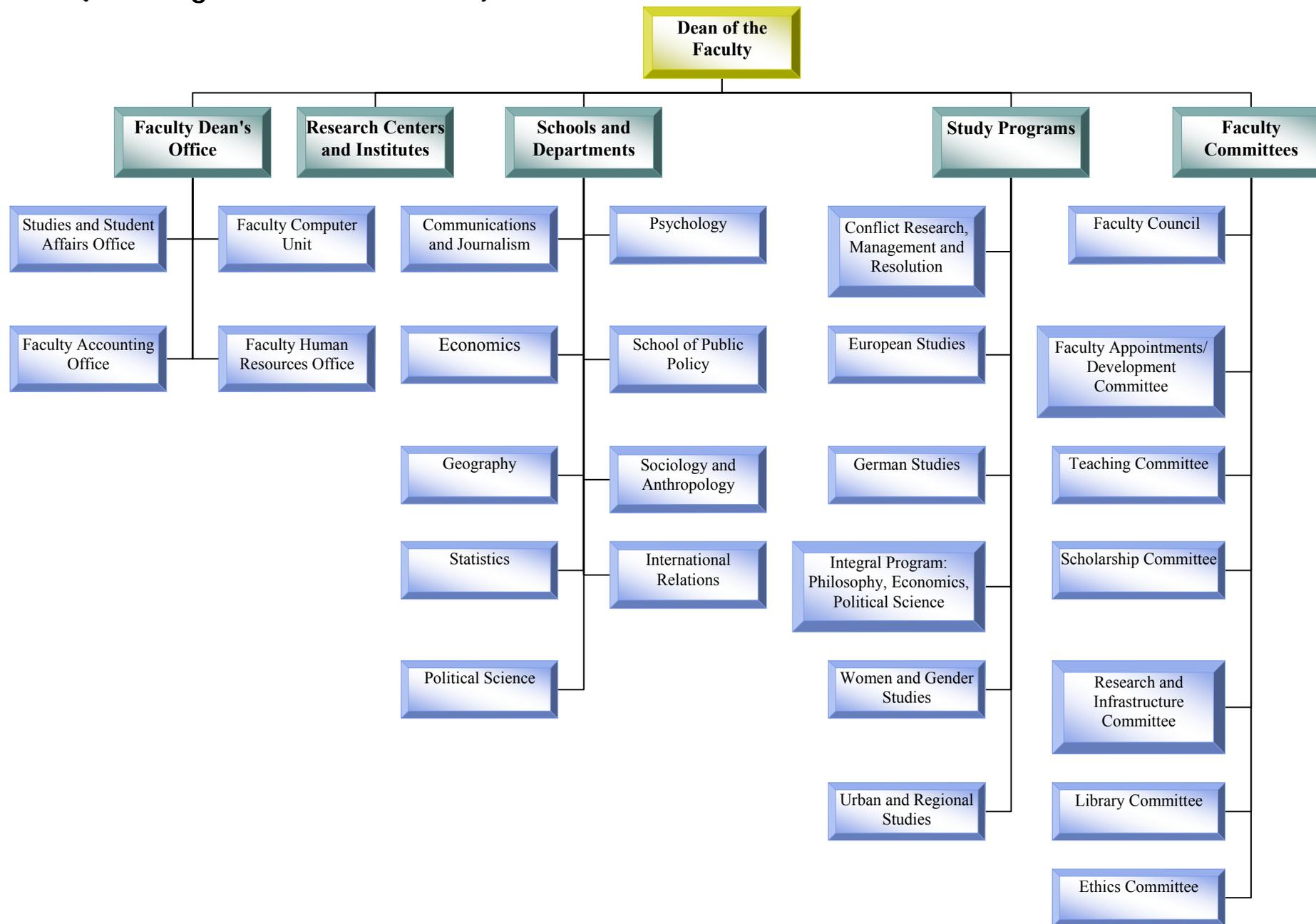
The first essays at teaching and conducting research on social topics at the Hebrew University were already under way in the 1930s and 1940s. At first, particular disciplines such as Jewish sociology, the sociology of religion, and the economy and sociology of Israel and the Middle East developed separately within the various departments of the Faculty of Humanities. Later, these subjects were joined with others to form a Social Sciences Department within the Faculty of Humanities.

The social transformation that came in the wake of the War of Independence elucidated the need to develop this area of knowledge even further. Mass immigration had doubled Israel's population within just a few of years and had fundamentally transformed the social fabric. The economy was quickly expanding, and had run up against some serious obstacles. These conditions brought about an acute and sudden need for economists, sociologists, statisticians and management professionals in both the public and the private sectors. The University at that time viewed its *raison d'etre* to educate the young in these professions and to systematically develop research and tuition in the fields of economics, social studies, and management. The University was finally able to assume this function when its initiative coincided with a similar program put forth by friends and admirers of the late Eliezer Kaplan (lead by Yossef Sprinzak of blessed memory). These men wanted to honor the memory of Israel's first Minister of the Treasury, who had contributed greatly to the establishment of a national economy under public administration, by lending his name to a new institution charged with securing a future for that economy and its proper administration.

That institution was launched in 1953 and was recognized as a separate Faculty, though it maintained a special relationship with the Faculty of Humanities for some time thereafter, developing its curriculum within the framework of the latter. The class of '54-'55 already numbered 360 students, and their numbers grew annually. The joint framework of authority was divided in the spring of 1968, rendering the Faculty of Social Sciences separate and independent from then on. In the academic year of 1955-1956 the new Faculty was entrusted with a new building in Givat-Ram. However, it later returned to the Mt. Scopus campus in 1987 for the first time since the War of Independence.

Today the Faculty is comprised of eight departments (Psychology, Sociology and Anthropology, Geography, Communications and Journalism, Statistics, Economics, Political Science, International Relations), the Federman School of Public Policy and Government, and the following study programs: Integrative Program in Philosophy, Economics and Political Science; Urban and Regional studies; European Studies; and Conflict Research, Management and Resolution; Woman and Gender Studies; German Studies. The Faculty views tuition 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.

2.3 Description and chart of the unit's academic and administrative organizational structure (including relevant committees).

Dean of the Faculty

- **Faculty Dean's Office**
  - Studies and Student Affairs Office
  - Faculty Accounting Office
- **Research Centers and Institutes**
  - Faculty Computer Unit
  - Faculty Human Resources Office
- **Schools and Departments**
  - Communications and Journalism
  - Economics
  - Geography
  - Statistics
  - Political Science
  - Psychology
  - School of Public Policy
  - Sociology and Anthropology
  - International Relations
- **Study Programs**
  - Conflict Research, Management and Resolution
  - European Studies
  - German Studies
  - Integral Program: Philosophy, Economics, Political Science
  - Women and Gender Studies
  - Urban and Regional Studies
- **Faculty Committees**
  - Faculty Council
  - Faculty Appointments/ Development Committee
  - Teaching Committee
  - Scholarship Committee
  - Research and Infrastructure Committee
  - Library Committee
  - Ethics Committee

FACULTY COMMITTEES
Faculty Council
All tenure-track faculty members sit on the Faculty Council. The Dean serves as Chair. Issues of principle significance are brought before the Council after having been discussed and authorized by the Academic Matters Committee or other Faculty Committees.

Faculty Appointments/Development Committee
Chair: Prof.Avner De-Shalit, Dean
The Faculty Appointments/Development Committee discusses the acclimatization and appointment of new Faculty members. It also discusses faculty development programs and initiatives.

Teaching Committee
Chair: Prof. Menachem Hofnung
The Academic Matters Committee deals with issues related to study curricula and tuition. Committee members are chosen by the Dean and represent the Faculty's various departments. The representative of the student body of the Faculty also participates in the Committee meetings. The Academic Matters Committee incorporates a Subcommittee of Student Affairs, which addresses extraordinary student requests that depart from the rules and regulations laid down in the Faculty course catalogue.

Scholarship Committee
Chair: Prof. Rehav Rubin
The Scholarship Committee determines students' and visitors' eligibility for scholarships. Such scholarships include: Merit scholarships for post-graduate students, comprehensive scholarships for doctoral students, the Rothschild Scholarship for post-doctoral research, the Lady Davis scholarship for Professors and Post-Doctoral visitors.

Research and Infrastructure Committee
Chair: Prof. Udi Shavit
The Faculty Research and Infrastructure Committee assists in procuring equipment and means essential to Faculty researchers. The Committee coordinates vis-à-vis the University authorities the allocation of acclimatization resources to Faculty newcomers, allocates Faculty resources, and serves as a conduit for general coordination between the Faculty and the University Research and Development Authority.

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

Ethics Committee
Chair: Prof. Jonathan Huppert.
The Ethics Committee discusses research proposals and ensures that all research conforms to the principles established in the Helsinki Declaration.

2.4 Names of holders of senior academic and administrative positions.

Dean, Prof. Avner De-Shalit
Associate Dean, Mr. Dotan Zaidel
Academic Secretary, Ms. Margalit Drori
Accountant, Ms. Dalit Chen

2.5 **The number of study programs (departments, etc) operating in its framework; the names of the academic degrees (in English and Hebrew) granted to the graduates of these programs (the phrasing that appears in the diploma); the number of students who have studied (and are studying) within the parent unit in each of the last five years according to the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.**

FACULTY ACADEMICS: DEPARTMENTS AND STUDY PROGRAMS

Department of Communications and Journalism
Department Head – Prof. Menahen Bloondheim
Department of Economics
Department Head – Prof. David Genesove
Department of Geography
Department Head – Dr. Noam Shoval
Department of International Relations
Department Head – Prof. Moshe Hirsh
Department of Political Science
Department Head – Prof. Mario Sznajder
Department of Psychology
Department Head – Prof. Asher Cohen
Department of Sociology and Anthropology
Department Head – Prof. Gad Yair
Department of Statistics
Department Head – Prof. Moshe Haviv
Graduate Program in Conflict Research, Management and Resolution
Program Director – Prof. Ilana Ritov
Graduate Program in European Studies
Program Director – Prof. Bianca Kuhnel
Graduate Program in German Studies
Program Director – Prof. Bianca Kuhnel
Honors Graduate Program in Public Policy
Head of School of Public Policy – Prof. Dan Avnon
Integrative Bachelor's Program: Philosophy, Political Science and Economics (PPE)
Program Director –Dr. Daniel Attas
Urban and Regional Studies
Program Director- Prof. Daniel Felsenstein
Women and Gender Studies
Program Director- Prof.Mimi Ajzenstadt

BACHELOR'S DEGREE

ENGLISH WORDING	נוסח התעודה בעברית	סוג התעודה
Bachelor of Arts Upon completing the required course of studies and passing the prescribed examinations In the departments of… (name of the department) & (name of the department)	בוגר אוניברסיטה במדעי החברה B.A. לאחר שסיים (שסיימה) את מסכת הלימודים בחוגים (1. חוג ממדעי החברה) (2. חוג ממדעי החברה)	בוגר דו חוגי שני חוגי הפקולטה למדעי החברה
Bachelor of Arts Upon completing the required course of studies and passing the prescribed examinations In the departments of… (name of the department) & (name of the department)	בוגר אוניברסיטה במדעי החברה וב..(פקולטה נוספת) B.A. לאחר שסיים (שסיימה) את מסכת הלימודים בחוגים (1.חוג ממדעי החברה) (2.חוג מפקולטה אחרת)	בוגר דו חוגי חוג מהפקולטה למדעי החברה וחוג מפקולטה אחרת
Bachelor of Arts Upon completing the required course of studies and passing the prescribed examinations In the departments of… (name of the department) & (name of the department) - minor	בוגר אוניברסיטה במדעי החברה והרוח B.A. לאחר שסיים (שסיימה) את מסכת הלימודים בחוגים (1. חוג ממדעי החברה) (2. חוג ממדעי הרוח) - חוג משני	בוגר דו חוגי חוג מהפקולטה למדעי החברה וחוג משני מהפקולטה למדעי הרוח
Bachelor of Arts Upon completing the required course of studies and passing the prescribed examinations In the department of… (name of the department) & Supplementary studies	בוגר אוניברסיטה במדעי החברה לאחר שסיים (שסיימה) את מסכת הלימודים בחוג (שם החוג) ובלימודים משלימים	בוגר חד חוגי חוג ממדעי החברה ולימודים משלימים

ENGLISH WORDING	נוסח התעודה בעברית	סוג התעודה
Bachelor of Arts Upon completing the required course of studies in the joint program in the departments (name of the departments)	בוגר אוניברסיטה במדעי החברה והרוח B.A. לאחר שסיים (שסיימה) את מסכת הלימודים בתכנית משולבת: פילוסופיה, כלכלה, מדע המדינה	בוגר בתכנית המשולבת – פכ"מ
Bachelor of Arts B.A Dance Upon completing the required course of studies and passing the prescribed examinations In the departments of… (name of the department) & (name of the department)	בוגר אוניברסיטה בפקולטה למדעי החברה ובמוסיקה B.A MUS / ובמחול לאחר שסיים (שסיימה) את מסכת הלימודים באוניברסיטה העברית – בחוג.... באקדמיה למוסיקה ומחול – בחוג ל....	תכנית משותפת לתואר בוגר של האוניברסיטה והאקדמיה למוסיקה ע"ש רובין בירושלים

MASTER'S DEGREE

EXACT ENGLISH WORDING ON CERTIFICATE		נוסח התעודה בעברית		סוג התעודה
NON-THESIS TRACK	THESIS TRACK	לא מחקרי	מחקרי	
Master of Arts Upon completing the required course of studies in the department of (name of the department / name of the program)	Master of Arts Upon completing the required course of studies and submitting the prescribed thesis in the department of (name of the department / name of the program)	מוסמך אוניברסיטה במדעי החברה M.A. לאחר שסיים (שסיימה) את מסכת הלימודים בחוג / בתכנית מוסמך	מוסמך אוניברסיטה במדעי החברה M.A. לאחר שסיים (שסיימה) את מסכת הלימודים וחיבר (וחיברה) עבודת גמר בחוג / בתכנית מוסמך	מוסמך בחוג/תכנית לימודים
Master of Arts Upon completing the required course of studies in the department of (name of the department) Program in…/ Specialization in…	Master of Arts Upon completing the required course of studies and submitting the prescribed thesis in the department of (name of the department) Program in…/ specialization in…	מוסמך אוניברסיטה במדעי החברה M.A. לאחר שסיים (שסיימה) את מסכת הלימודים בחוג במגמה ל... / בהתמחות ב...	מוסמך אוניברסיטה במדעי החברה M.A. לאחר שסיים (שסיימה) את מסכת הלימודים וחיבר (וחיברה) עבודת גמר בחוג במגמה ל... / בהתמחות ב...	מוסמך במגמה/במגמות ו/או בהתמחות/התמחויות

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

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

2.6 The number of graduates of the unit in each of the last five years according the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.

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

2.7 What bodies (internal/external) decide on rationale, mission and goals of the parent unit and of the study programs, how they are decided upon, examined and, if deemed necessary, changed? Have they been discussed within the last five years? If so, please specify when these discussions have taken place and what were their outcomes? If not, when were changes made (if at all)? How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?

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

Each department, and on occasion also a teaching program, is monitored periodically by an **International External Evaluation Committee**, appointed by the Rector and

comprised mostly of high standing academics from abroad. The committee evaluates the department or program in terms of research, personnel, teaching and its international status, submits proposals for changes and improvements. In the last five years until 2006 the following programs were monitored: The department of geography, the B.A. PPE program (philosophy, political science and economics), the M.A. program in conflict resolution and the M.A. program in Middle Eastern studies. The last program was closed as a result of the monitoring committee's report. This year (2007) the departments of political science and international relations are monitored. Next year (2008) the departments of communication and journalism, sociology and anthropology, and psychology will be monitored. The reports of the monitoring committees are discussed by the university's **Academic Policy Committee**, and the Dean has to report to the committee about changes introduced in response to the evaluations committee's recommendations.

Proposals for new teaching programs are submitted by departments or groups of faculty members to the **Faculty Teaching Committee**, which includes representatives of all departments and convenes several times during each semester. If approved by the teaching committee, the proposals are discussed in the **Faculty Council**, which includes all tenure-track faculty members and convenes once or twice every semester. If approved by the faculty council, the proposal is submitted for approval to the university's **Standing Committee of the Senate**. In cases of new academic degree, it is also submitted for approval to university **Senate**. An example of a new teaching program recently (2007) approved through this process is an M.A. program in German Studies.

Changes in existing teaching programs are initiated by the departments quite frequently. These are submitted for approval to the faculty teaching committee. A recent 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.

Appointments of new faculty members are carried out as follows: The departments issue a call for applications. The applicants are screened, evaluated and ranked by the **Department Selection Committee**, which is appointed by the standing committee of the senate. The files of the candidates chosen by the departments are submitted to the **Faculty Appointments Committee** (also appointed by the senate's standing committee) which evaluates and ranks the candidates comparatively, taking into consideration both the qualifications and achievements of the candidates and the departments' needs. Depending on the number of available positions, the committee decides on new appointments. The committee's decisions have to be approved by the **Rector** and the **President** of the University.

Chapter 3 - <u>The Evaluated Study Program</u>

The School of Public Policy

3.1   The Goals and Structure of the Program

3.1.1   The title of the program and a brief summary of its development since it was established

The potential contribution of the Hebrew University, as the leading university located in the country's capital, to the public service has long been recognized. Indeed, this potential was noted already when the university sought to establish the Faculty of Social Sciences in the aftermath of the War of Independence in 1949. However, the research orientation of the university hindered previous efforts to establish an independent public administration program. Consequently, for several years, a graduate specialization in public administration was offered within the Department of Political Sciences.

During the 1990's, as part of a global trend, many academic institutions around the world developed programs to promote academic studies in public policy. In 1995, following a generous contribution of the Fehr Fund, a graduate program in Public Policy and Administration was established within the Political Science Department.

As part of this trend, the Hebrew University, in cooperation with the Civil Service Commissioner, decided to upgrade the existing program to an independent School, on the basis of a proposal prepared by Prof. David Dery.

To this end, a two-day workshop at Duke University, organized and led by Prof. Joel Fleishman, took place in the summer of 1999 in order to examine the need for a School of Public Policy, and to learn from the experience of some of the leading schools in the US. Attending the conference were the Hebrew University President, Rector, the Dean and staff of the Faculty of Social Sciences, as well as deans, professors and senior analysts from Harvard, University of Chicago, UC Berkeley, Duke, the Urban Institute and the RAND Corporation.

Following the Duke workshop, the Rector appointed in the fall of 1999 a committee, chaired by Prof. Gur Ofer, which submitted its recommendations to the Rector. In February 2000 the Committee recommended that a School of Public Policy and Government be established with two main components: an elite program for graduate studies and a research institute for public policy in Israel. The committee recommended a long list of steps that it viewed as necessary to fulfill the vision. These included a designated building, teaching and research infrastructure, academic and administrative independence (under the auspices the Faculty of the Social Sciences), a teaching staff (some through joint appointments), as well as concrete curricular changes.

In the summer of 2000, the President and Rector decided to appoint a steering committee with a clear mandate to establish a new School of Public Policy. The team, chaired by Prof. David Dery, the designated head of the School, started working in fall 2000, and formulated the perspective presented in this paper of the desired structure of the School, and its three components: an Honors Master's Program in

Public Policy (the Excellence Program), an Executive Program, and a cluster of interdisciplinary policy research centers.

In 2001, the appropriate bodies at the Hebrew University decided to adopt the recommendations of the steering committee and establish a School of Public Policy. To this end, the university allotted ten FTE positions, most of which were to be joint appointments. Subsequently, the steering committee started to recruit faculty for the School, both senior faculty from within the university and junior faculty.

The School opened its doors in October 2002. The first program to begin operating was the Excellence Program, which is viewed as the core program in the School. In 2003, a public policy and strategy research center headed by Mr. Efraim Halevi, who previously headed the Mossad, the National Security Council and served as ambassador to the EU, was inaugurated. This research center was renamed the Shasha Center for Strategic Studies in 2003, following the redirection of the Shasha endowment to it.

In 2003 the school accepted an initiative by "Atidim" (*Futures* in Hebrew), an NGO that promotes programs for outstanding individuals from the periphery, to establish a program in conjunction with the Civil Service Commissioner for outstanding undergraduate students from the periphery (subsequently referred to in this report as the "Atidim" program). These students undertake a specialization in public policy in addition to their studies toward a BA in different departments, and commit to five years in the public service.

In 2004 Prof. Eran Feitelson replaced Prof. Dery as head of the School. During the same year the Executive Program (EXMPP) was inaugurated. The EXMPP is the flagship program of the Center for Executive Training offering a graduate degree. Its first academic head was Prof. Ilan Salomon, who was replaced in 2006 by Dr. Gayil Talshir.

From the outset, the School's mission (presented in the next sub-section) had two main goals. One was to attract the 'best and brightest' and provide them with a state-of-the-art 'tool box' in order to upgrade the civil service and transform decision-making in Israel. The second was to become a center of excellence in policy research. To this end, the School strives to position itself as an outstanding academic unit. The faculty it hires are seen as the most promising in the public policy field and the students it attracts are to be the reservoir of potential researchers and faculty in the public policy field. Therefore, from the outset, the School has offered the option of PhD. studies. The first two PhD. students graduated in 2006.

In 2006, the School received a second endowment, from the Federmann family and was renamed the Federmann School of Public Policy and Government. The Fehr endowment was redirected to the Excellence Program.

Since 2004 all three teaching programs have been substantially revised and updated as experience accumulated. The current programs are described below. This revision was conducted in a deliberative process with students, graduates and faculty. At present the PhD programs is undergoing an upgrade, as part of a general effort for improving the PhD programs at the faculty level, headed by Prof. Levi-Faur, who has a joint appointment at the School and the Department of Political Science.

The School has at present over 355 alumni (123 from the Excellence Program, 128 from the executive program, and 104 from the "Atidim" program). In addition 16 PhD students are enrolled. Of the positions allotted to the School, 5.5 have been filled, by nine faculty members (two full-time and seven joint appointments). The hiring process has been staggered due to budget limitations, the desire to assure the high caliber sought, the complexity of the hiring process and the difficulties in finding

appropriate candidates that fit the school's development plan. The School's search for candidates as well as its academic profile are directed and overseen by an academic committee comprised of senior faculty members from various academic units and disciplines, but whose specialization touches upon public policy.

In October 2009 Prof. Feitelson was replaced by Prof. Dan Avnon as head of the School.

3.1.2 Mission statement of the program, its aims and goals

The mission of the Hebrew University School of Public Policy was originally defined as follows:

The School seeks to develop the new generation of professional civil servants that will provide the State of Israel – and Israeli society – with outstanding public service. The health and vigor of Israeli society, its economic future and its democratic character are inextricably tied to the professional quality and moral stature of the professionals placed in charge of managing public affairs. The mission of the School is to prepare the next cadre of professional leadership for the public sector –a professional, responsible and creative elite – to train and expand the knowledge base of senior executives and elected officials, and to encourage the production and dissemination of policy-oriented research.

When the School of Public Policy was established this mission statement was refined. As a lacuna was observed in the academic development of the public policy field, the development of a cadre of public policy researchers and the establishment of a center for public policy research were also added. Therefore, in addition to the mission statement above, the School seeks to become a focal point for public policy research and for the training of public policy researchers, as well as analysts.

A broad definition of the **Excellence Program's** mission is to educate the elite corp of the Israeli civil society. It seeks to attract the 'best and brightest' that wish to make a difference in the Israeli society and provide them with state-of-the-art policy tools. The graduates of this program will become key figures in policy making in Israel, whether in the government or in nongovernmental organizations (NGOs), and will utilize the tools they acquired to improve decision making processes in Israel.

As stated in the previous paragraph the **EXMPP** is the focal point of the Center for Executive Training. The Center sees public service as the backbone of the mechanisms of power and aspires to strengthen the professional expertise by creating a set of policy and organizational planning tools to improve public service. An additional goal of the Center is to empower the civil service, providing professional expertise and development. Thus, the Center is based on the conception that public leadership in its essence is founded on the ability to manufacture, build and lead social policy that is drawn from a view of the system, comparative research and a vision of a professional civil service. Constant mutual dialogue between areas of research, theory and practice are an important part of the Center.
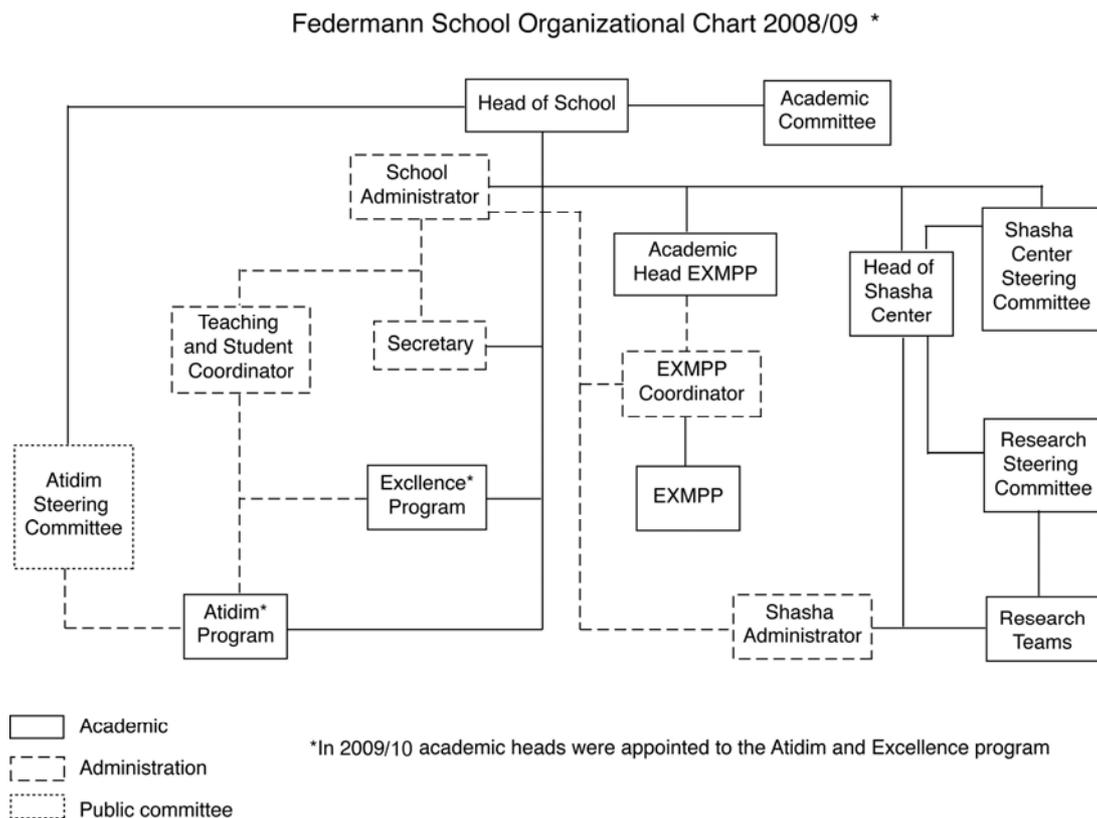
The programs of the EXMPP are designed to both enable a holistic understanding of the role of the State and it's public service in the era of globalization, and endows the students with specific abilities to analyze, plan and lead social change. To this end the program has developed a "toolbox" approach that enables students to apply alternative methods in analysis. The curriculum has a target to bring civil servants up to date with the most recent developments in research, comparative analysis and theory in the field of social, economic and political studies. The program aims to forge policy studies as the focal point in creating change in the

public domain. Active writing of policy papers is a central approach in our curriculum. The goal is to empower civil servants to be responsible leaders of change in the Israeli public sphere. The EXMPP faculty consists of top researchers as well as public figures and political persona. This exposes the students to varied learning methods and qualifies them as important figures active in policy making.

The **Shasha Center's** mission is to provide an arena for applied academic research in the areas of strategic, social, economic and political concern in which the State of Israel is involved. From the outset the Center has emphasized the pursuit of two distinct parallel tracks: the first focuses on basic research that yields academic papers, the second promotes research that produces action-orientated papers in the context of public policy.

3.1.3 Description and chart of the academic and administrative organizational structure of the program (including relevant committees)

Figure 3.1 The Federmann School Organizational Structure

Federmann School Organizational Chart 2008/09 *

*In 2009/10 academic heads were appointed to the Atidim and Excellence program

A senior academic heads the School of Public Policy. As the School is a new unit, in which most of the faculty consists of young academics, yet untenured, the previous Head of the School (Prof. Feitelson) and the current Head (Prof. Avnon) have come from other departments (the Departments of Geography and Political Science, respectively). It is foreseen that in the future the Head will be one of the School's faculty members.

The School's hiring process is conducted by an academic committee, which also discusses and approves the School's development plan. The committee is composed of senior faculty members (full or associate professors) from various departments whose expertise touches upon public policy. The committee is structured to include the relevant disciplinary backgrounds (political science, economics, and law) as well as relevant subject areas (social policy, environmental policy, public health, organizational theory, etc.). The Chair of the committee is a full professor from outside the School. The School's Head is a member of the academic committee ex-officio, and determines its agenda in conjunction with the Chair.

All the teaching programs have an academic head and an administrator. Due to the shortage of senior faculty the previous head of the School served also as the academic Head of the Excellence and "Atidim" programs. This has changed in the past year, as other faculty members have been appointed as the academic heads of these programs. The Executive Program (EXMPP) had a separate academic head since its inception. First Prof. Ilan Salomon (joint appt. Public Policy and Geography) served in this capacity and later Dr. Gayil Talshir (Political Science).

Mr. Efraim Halevi heads the Shasha center. The activity of the Center is overseen by an academic steering committee chaired by the Head of the School, and comprised of academics from different units in the University. An issue-specific academic steering committee is established for each research team assembled by the center.

The School's administrator directs the administration of the School. The administrator is in charge of all the administrative personnel and of the School's finances. The School's Coordinator for Students and Academic Affairs administers the Excellence and "Atidim" programs. This position also entails responsibility for student records and the admissions administration to the Excellence Program. The EXMPP's has its own program administrator responsible for marketing, admissions and the program finances (under supervision of the School's administrator).

There are several committees operating within the School. The most important is the curriculum committee, which is in charge of curricular issues in the Excellence and "Atidim" programs. A second committee is the awards committee, which is in charge of determining the criteria and selection for the various grants and prizes offered by the School.

3.1.4 Names of holders of senior academic and administrative positions.

Due to the many changes undertaken in 2009 the following table details the different positions in the School for 2008 (the year for which the report is presented) as well as for the current academic year (2009/10)

Position	2008	2009
Head of School	Prof. Eran Feitelson	Prof. Dan Avnon
Chair, Academic committee	Prof. Shlomo Hasson	Prof. Shlomo Hasson
Chair, Teaching committee	Prof. David Levi-Faur	Prof. Dan Avnon
Chair, Awards Committee	Dr. Margit Cohen	Dr. Daniel Sperling
PhDs advisor	Prof. Eran Feitelson	Prof. David Levi-Faur
MA advisor	Prof. Eran Feitelson	Dr. Momi Dahan
Seminar coordinator	Dr. Raanan Sulizeanu-Keinan	Dr. Galit Cohen-Blankshtain
Academic Head EXMPP	Dr. Gayil Talshir	Dr. Raanan Sulizeanu-Keinan

Academic Head Excellence Program	Prof. Eran Feitelson	Dr. Momi Dahan
Academic Head, "Atidim" Program	Prof. Eran Feitelson	Dr. Anat Gofen-Sarig
Shasha Center Head	Mr. Efraim Halevi	Mr. Efraim Halevi

Administrative Staff:

School Administrator: Mrs. Drora Bardichev
Coordinator for Students and Academic Affairs: Mrs. Ofra Commere-Toren
EXMPP Administrator: Mrs. Yifat Cohen-Haddad
School Secretary: Mrs. Agnes Goren
Shasha Administrator: Ms. Sarit Felber
EXMPP Student Coordinator: Mr. Haim Avital
Finances Secretary: Mrs. Tal Slater

3.2   The Study Program – Contents, Structure and Scope

3.2.1. The name of the study program, specializations/tracks within the program, the campus where it is taught (if the institution operates on a number of campuses), date of opening the program. If the study program is offered on more than one campus, is the level of the program uniform on different campuses, and what measures are taken in order to ensure this?

There are two degree programs in the school, both granting an MA degree. This section covers these two programs, which are the Excellence Program and the EXMPP (Executive Master in Public Policy).

The Excellence Program

The Program has been in operation since 2002, on the Mount Scopus campus, with the exception of tours and workshops, which take place in the field.

As public policy professionals deal with a wide variety of issues, each of which has its unique features, theoretical lenses and vocabulary, the School encourages students to specialize in particular policy fields. Therefore, the School offers elective courses in various sub-fields (such as social policy, environment, urban affairs, public health, security, education, enforcement). In many cases such courses may be found in other university units. Thus, the School has formed multiple connections with other units such as the School of Social Work (which has a specialization in Social Policy), the Department of Geography (which has a specialization in Environmental Management, Planning and Policy), the Institute for Urban and Regional Research (which has an Urban Policy and Planning specialization) and the School of Public Health.

The EXMPP

The EXMPP has been in operation since 2004, on the Mount Scopus campus, with the exception of tours and workshops that take place in the field. There are no specialties and all students learn all the program courses together.

Another program that is currently operating in the Center for Executive Training is a training program for social economic policy designers. In cooperation with Shatil, a major NGO focusing on social change established by the New Israel Fund, it offers support services and consulting to organizations. The duration of the program is two years and a certificate is given upon completion of studies. The first class began in 2007 and was completed October 2009.

> **3.2.2 The study program and the specializations it offers, its content, scope and structure (years of study, semesters, hours per year and credits) and the distribution of the studies throughout the academic year. Please submit this information in Table 1 (page 14). Does the study program supply courses to other units within the institution?**

The Excellence Program

This program has two intertwined dimensions. The first is the "practical" dimension whose purpose is to provide the students with the practical 'tools of the trade'. The primary focus of this track is on the two year policy workshops. These workshops are based on concepts derived from a number of applied courses: public economics, public law and politics and policy. These courses, in addition to the main theoretical course offered (major issues in public policy analysis), are the core of the program. The second focus of the program is the research dimension. It is comprised of a theoretical basis in the policy and public economic fields as well as methods. These include a research methods course and workshop, whose purpose is to assist students in their thesis projects. These two dimensions manifest themselves in the students' final deliverables: an advanced policy paper and a research thesis.

In addition to the core courses noted above, all the students are required to take a series of compulsory courses. These include the pre-requisites for the public economics course (micro-economics for public policy students, statistics and math for public policy students), organizational behavior, ethics in policy, and a course on the changes in values in Israeli society. This latter course, which is not common in public policy programs, stems from the view of the School that values and shifts in values have profound implications for policy framing and for determining the sanctioned discourse within which policy is deliberated.

Students in the excellence program are required to take 50 credits over two years (20% more than other research programs in the social sciences). Of these 39 are compulsory while 11 are electives. Students are expected to take all but two of the compulsory courses (33 credits) in the first year. Of these three courses (micro-economics, math and statistics) are taught as summer courses before the beginning of the first year, thereby reducing the load during the first two semesters to 23 credits. These three courses are a pre-requisite for the public economics course which is

taught in the first semester of the first year (as it is seen as a fundamental course that serves as a basis for the first policy paper prepared in the second semester of that year). The students are expected to concentrate on their specialization in the second year, and thus take most of the electives in the second year, in addition to focusing on their thesis and final policy paper.

Students who have met the basic requirements in math, statistics and/or microeconomics in their undergraduate studies are exempt from the pre-requisite courses and required to take additional electives in their place.

Students from the "Atidim" program who choose to continue their studies towards a Masters in public policy in the school, and meet the requisites to be accepted to the Excellence Program, in essence join the second year of the program. However, they are required to take the policy and politics course (which has no parallel in the Atidim program) and the workshop for thesis preparation (which is an elective for other excellence program students). Three of the compulsory courses (the two public policy workshops and the policy and politics course) are taught as workshops, while most other courses are frontal courses. Active student participation is encouraged in most courses. Most of the elective courses offered by the School are open to advanced students from other units. The public policy workshops, the public economics course and the policy and politics course are closed to students from outside the school.

As the students in this program are deemed to have the potential to continue onto PhD. studies, all students are required to write an MA thesis as well as an advanced policy paper in their second year of studies.

The EXMPP

The curriculum is a complete graduate curriculum of the Hebrew University totaling 46 points and 644 hours. Details are in table 1 in the Appendix. The program consists of four semesters, beginning with the opening of the University school year in October and ends December the following year, including a summer semester.

The program structure is designed to teach basic knowledge, understanding and analysis along with emphasizing commitment and professional empowerment. Emphasis is placed on constructing a group that learns with awareness towards critical discourse. This is done by limiting the number of students to thirty divided into two groups of 15 people according to relevant profession. Varied teaching methods include frontal lectures, discussions, simulations, tours, workshops, and teamwork. The program is led by leading researchers who have a direct involvement and the ability to understand and analyze the field. The program brings together students and key figures in the Israeli public, providing a forum for critical thinking about processes of change.

Creating checks and balances between knowledge, theories, familiarity with the work environment and workshops is the current challenge facing executives; therefore the program has the awareness and the willingness to change different parts of the program in light of cumulative experience. The team of lecturers know and understand the program, the target audience and goals of the program. Preparatory work is closely done with the lecturers so that the courses will fit the unique

requirements of the M.A. in public policy.

The curriculum is based on three main clusters of courses, each fulfilling a different goal. Each cluster was built gradually over the programs existence. Emphasis is placed on expanding horizons, using of the latest innovative research in the field, including examples from around the globe as well as writing position and policy papers. The ability to use current research and theory in the creation of policy leading to change encapsulates the program's integrative vision.

Interdisciplinary Knowledge in the Social Sciences Cluster:
In the era of globalization the transition to knowledge based society as included major changes involving the State, economy, civil society, civil service and bureaucracy. The cluster provides an integrated vision of economic, social and political processes. It aims to put knowledge infrastructure in various fields including public law, ethics, government and public economics, while examining the reciprocal relationships between domains.

Policy Cluster:
The road to change in reality is complex with many challenges that policy designers face. The cluster is founded on essential basic theories from the field, through case studies and fundamental policy documents. The aim is to build the personal capacity to write advanced policy papers from the initial stages of a vision to implementation.

Leadership Cluster:
Policy does not exist in empty space, rather in an organizational, political and social environment that must be understood in order to learn how to lead change.
The leadership cluster examines organizational behavior and brings the executives together with key figures in public life in Israel, while a theoretical analysis of patterns of leadership and provides tools for dealing with dilemmas and challenges facing executives today.

The PhD student program
As with all PhD programs at Hebrew University, the Authority for Research Students is responsible for the administration of the doctoral program. The study program for doctoral students is determined by the students along with their PhD Committee, and requires approval from the Authority for Research Students. The Authority appoints a PhD committee composed of three to five scholars, chaired by the faculty advisor(s), which assists the student in planning the research and provides critical feedback as necessary. In general, the Authority requires that students complete 12 course credits during their doctoral career, in addition to successful completion of the doctoral dissertation.

In the formal meeting of each student's PhD Committee, which focuses on the confirmation of the Research Proposal, the student must present and receive approval for his or her study program. Each student's PhD Committee is also responsible for approving the submission of the written dissertation, which is judged by external referees. The dissertation must be based on an original scientific contribution to

knowledge in the field of public policy, including extensive research work and/or theoretical study.

While there are no formal courses in the School that are geared solely to the doctoral level, students in the School of Public Policy have participated in doctoral level seminars in other departments, such as in Political Science. Due to the growing numbers and interest of doctoral students in the School, a Doctoral Student's Forum was initiated in the spring of 2009, co-chaired by two doctoral students and supported by a faculty advisor. This forum serves as a support and information network for students and provides them with an opportunity to present the development of their research.

3.2.3. To what extent do the structure, scope and contents properly reflect the main goals of the study program?

The Excellence Program
This program addresses the dual goals of the School – to attract the 'best and brightest' to the public service and provide them with the tools needed for policy analysis, and to advance the policy research field by fostering young researchers who have the potential to continue to the PhD level. The research component of the program is composed of a variety of courses, which deal with research methods, statistics, workshops for writing papers and learning the theoretical base of public policy. The final stage of the education of prospective researchers is an M.A thesis that all students are required to submit.

The practical training component has students develop two policy papers over the course of their studies:

The first policy paper – the "naïve" paper is submitted at the end of the first year. The paper relates to an undesired phenomenon and offers a policy that is intended to contend with the problem that was identified as the cause for the undesired phenomena. To this end, the student must identify the problem; propose several alternative ways to address it, and choose the best option based on a structured evaluation.

The second paper is intended to offer a policy, which can be implemented. To this end, the student must cope with the political challenges (in the broad sense of the term) that may impede a desired policy changes. As such, it is recommended that students work with real clients who may be aided by the policy paper.

In order for students to develop a specific area of expertise that has a connection between the theoretical and applicable aspects, the students are encouraged to write their thesis and policy paper on related fields. From the point when a student decides on a specific area he/she receives guidance on relevant courses in the field, including courses taught in other units.

Some of the courses are intended to serve both purposes, among them are: public economics, organizational behavior and public law . In addition, as the program seeks to educate Israel's future professional elite, courses that deal with ethics and the changes in values in Israeli society are also compulsory.

The EXMPP

Much work has been devoted in the past two years to rethinking the structure of the program, its character and goals. Adjustment of the program's structure and the internal construction of the clusters is carefully done and constantly renewed as the program seeks the best combination of theoretical courses, training tools and active acquisition of writing abilities, analysis and writing policy papers. The division of the program to three clusters is in accordance with the three goals presented in Section

The interdisciplinary knowledge cluster addresses the goal of updating students about the latest being done in research, analysis and theory of public policy. This cluster's core courses are: Israel in 2048: A Country in the Future, Public Economics, Contemporary Economics: Israel and the World. This cluster is a central component in the studies and is approximately 50% of the total school program. The policy cluster meets the objective related to creating a change in the public domain. The cluster's core courses are an advanced writing workshop, policy papers and a civil conference. This cluster is about 25% of the total school program. The leadership cluster meets the target related to empowering civil servants to be responsible leaders of change in the Israeli public sphere. This cluster's core courses are: Organizational Behavior, a Group's Journey to Design Individual Leadership: Theory and Practice. This cluster is about 25% of the total school program.

The PhD program

The primary goal of the PhD Program is to train researchers for academic and applied settings in order to broaden and deepen the knowledge base of public policy. The rich diversity of students' research topics and the impressive achievements of the School's graduates outlined below in Section 3.4 demonstrate that the program is well on its way to achieving this goal.

3.2.4. Specify what bodies are responsible for the planning and managing of the study program. What are the mechanisms responsible for introducing changes and updating the study program, and how do they operate. If fundamental changes have been introduced into the study program during the last five years, please specify what they are.

The School of Public Policy

The School of Public Policy has an academic committee, which is multi-disciplinary, comprised of the leading people in the University in the wider policy field. The main goals of the committee are setting the development policy of the School and building an appropriate faculty for these goals. As part of this development plan, the main facets of the study programs are outlined and discussed. Major changes in the study program should come to the academic committee.

The former Head of the School drafted the development plan. It then was extensively discussed in the committee (at that time chaired by Prof. Yitzhak Galnoor), and modified in accordance to these discussions and ultimately approved. Every year since the committee updates and edits the School's development program. The main issue that the committee discusses is the identification of academic faculty that is needed according to the updated development plan .

Until 2009 no formal curriculum committee existed. Modifications were made after consultations with the relevant faculty members in ad-hoc meetings. Thus, a series of meetings were held including all the teachers involved at the time (2004/5) in the policy workshops as well as the politics and policy course in order to streamline and modify the public policy workshops. Other modifications and issues were discussed in the School's faculty meetings (conducted at least twice per semester). These included modifications in the research component of the Excellence Program – the introduction of a research methods course, the replacement of a basic public administration course and an Israeli governance course with an advanced policy theory course {Major Issues in Public Policy Analysis}. The faculty forum also discusses the next year's plan around the semester break. A curriculum committee will begin functioning in the 2009/10 academic school year .

Excellence Program

Since 2004, the Head of the School, Prof. Eran Feitelson, has also stood at the Head of the Excellence Program. The main mechanism for changes in the program were the aforementioned faculty meetings as well as meetings with the students.

Over the past five years the program underwent several changes:

The theoretical and applied dimensions were separated. At first the policy workshop was composed of a theoretical semester followed by an "applied" semester. This was found to be lacking, as the students did not have enough time to prepare and receive feedback on their policy papers, while the theoretical foundations were also deemed insufficient. Consequently, at present the policy workshops are focused on the policy tools (though these are backed by theory, thus including both theoretical and applied facets) as well as a class focusing on theory. This allows the students enough time to receive multiple feedbacks on their work, and provides a more sound theoretical foundation for their theses.

Two of basic courses, on public administration and the Israeli governance structure were eliminated, due to student feedback that these were more geared to an undergraduate level, and could be replaced by directed readings. Thus, the new theoretical course include reading material which substitutes these courses, and allows for more advanced discussions and exposes the students to a wider and more advanced set of theories.

An additional, major change in focus was the encouragement of students to specialize. In the first two years of the program students were expected to prepare policy papers on issues unrelated to their interests or expertise. These papers were often deemed to be inadequate. Subsequently, from 2004/5 students were encouraged to specialize and prepare advanced policy papers and their thesis in the same general area. Thus, students can specialize in specific policy fields (though they are not required to do so). As a result the quality of the advanced policy papers improved substantially.

These changes were made, in part, in response to comments made by students in their annual meetings with the School's Head. Each year, students from the Excellence Program meet the School's Head in the second semester in order to discuss the program and ways in which it can be improved. In addition, these changes were

discussed in the School's faculty forum. Some of the changes were made only after new hirings made them possible. Thus the hiring of Prof. Levi-Faur and Dr. Sulizeanu-Keinan enabled the introduction of the theoretical course.

The EXMPP

The curriculum plan is lead by the head of the program in cooperation and consultation with the program director, the Head of the School and the school's faculty. The program underwent reorganization into three clusters, which was introduced in March 2007 with the inauguration of the Head of the program, Dr. Gayil Talshir (currently on sabbatical), with the cooperation of the program director.

The original EXMPP program was built in a relatively short time according to a model of executive training in U.S. policy schools. Throughout the first years of the program's establishment the nature of the program, as well as its desired goals and structure were evaluated. A redefinition of the combination of the enrichment areas in economics / politics / society, which were the mainstay of the program in previous years, into a systematic construction of the policy domain serves as the backbone of the program. Emphasis is currently placed on creating a theoretical and practical study of leadership and organizational theory in order to encourage processes of change by the program's graduates.

The central area of reconstruction is the way students are taught and the types of products produced by students. Creating a group of students that know how to learn actively, while combining teaching methods and encouraging knowledge production and transference between group members has become significant in key courses (courses in policy writing, Israel in 2048, and the civil conference). To lead to changes in policy it is necessary to include active pedagogy and not only passive learning. As such systematic thinking was done regarding the concept of leading change in the public sector. The link between the Excellence Program and EXMPP graduates is in the concept of professional public service based on the initiation of policy, writing policy papers and their critical evaluation becoming a strategic part of the operation of the public sector.

The aforementioned thinking formalized the creation of three clusters of study in the teaching of the program. The policy cluster is the key cluster, and the interdisciplinary knowledge in the social sciences cluster provides understanding capacity, theory, analysis tools and systemic views of leadership. The leadership cluster is key to personal empowerment, organizational structure and the reflexive ability for system analysis – both personal and political.

Another fruit of the reconstruction was the understanding of the importance of creating the Center for Executive Training, a secondary framework in the School where the program is located. The Center will allow reciprocal relationships between senior policy makers and policy scholars, turning the School into an important center in Israeli policy.

Also clarified was the need for a structural connection between the School and the EXMPP, which was recognized by the deans and the rectors by allowing faculty of the School's Excellence Program to teach in the EXMPP and combining management of the EXMPP in meetings of the school staff.

The PhD student program

For the first seven years the Head of the School served also as the School's PhD advisor. In this capacity he assisted incoming students in finding advisors from within the university and in focusing their research. However, the School did not have any courses specifically geared toward PhD students. With the advent of the faculty's PhD courses and programs the School's PhD students became part of the new initiative and were encouraged to partake in these courses. In addition, during the past three years, international PhD conferences were held at the initiative of Prof. Levi-Faur for Public Policy, Political Science and IR students. This opened a venue for the School's PhD students to present and discuss their work. As of 2009 the School has nominated a PhD advisor from the faculty.

> **3.2.5. Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.**

Excellence Program

The follow up of the program is carried out in a direct manner in conjunction with the participants of the program. At the end of the year a meeting is held with the students and the rationale of the program is presented and the students are requested to address the extent of success in translating the theory into action. The Head of the Program also holds personal evaluative discussions with all of the program's participants at the end of the first year. In these meetings the content of the courses is sometimes discussed, as well as the elements students lack. In addition, the Head of the School reviews all the syllabi. However, up to the present, the Head of the School refrained from intervening in the content.

The School did conduct a review of the degree to which case studies are used and can be used. A PhD student was hired to interview all the faculty on this issue. As a result of this review it was deemed that the potential of case studies is less than was originally anticipated.

The EXMPP

Coordination and monitoring mechanisms for program implementation exists at multiple levels:
- Weekly meetings with the Program Head and the Program Director to evaluate the program implementation and treat problem issues.
- Periodic meetings according to specific needs that arise with the program head.
- Student surveys at the end of each semester on the courses both oral and in writing, as well as integrative feedback based on the three clusters plan midway through the program and at its completion.

> **3.2.6. Are additional non-academic bodies involved in the running and the activities of the parent unit and study program? If so, what are these bodies and what is the mutual relationship between them and the leadership of the parent unit (for instance, the mutual relationship between Business School and Manufacturers' Association or Industrial Factories)?**

The ""Atidim"" program, which is not a degree program is conducted in conjunction with the State Public Service Commissioner and the "Atidim" NGO. This program has a public steering committee, in which the School's Head is a member ex-officio. The Civil Service Commission, publishes and recommends the EXMPP in their annual report, and is a partner in building a future vision of a joint training center between the Commission and the Center for training senior civil service officials.

3.2.7. What are the future development plans of the evaluated study program, and how were they decided upon?

The future development plans of the School as presented to the academic committee of the School focus on the fields in which additional faculty are sought. The two main lacunae of the present field are in the fields of public economics and security policies. Also the interface between policy and politics is not sufficiently covered by the School's present faculty. These are topics in which some of the core courses at the School are still taught by external teachers. As noted above, the academic committee approved these plans.

In addition, the option of opening an urban policy specialization within the "Atidim" program is being considered. This will be done in cooperation with the Urban and Regional Studies Institute, and thus will not require additional funds. However, as the government is currently reviewing the "Atidim" program, this is not imminent. An additional tentative development direction is to create an administrative link between the school and the joint undergraduate program in Philosophy, Political Science, and Economics program, so as to increase the School's exposure to these students. As this is a selective program, where students study political science, economics and philosophy, its graduates are particularly attractive for the Excellence Program. Hence, such a change may induce more students who graduate from these programs to join the School's Excellence Program.

Excellence Program
As the School expanded, an academic teaching committee made up of three members was formed especially for the Excellence Program. The purpose was to discuss further evaluation of the program, examination of possible changes and stock taking. The main issues that were brought to the committee:
1. The requirement to write a thesis as a part of the degree
2. Strengthening the connection between the theoretical base and the workshops.

The EXMPP
Future development of the EXMPP will be part of the development of the Center for Executive Training. The vision underlying the establishment of the Center for Executive Training in the School of Public Policy and Government is to create a public space for decision makers and policy makers where they can position the processes of change they seek to develop in a theoretical, comparative context that is historically anchored.

By gathering senior officials from research and practice around common policy tables built on key issues arising from the needs of the field and government

ministries on the one hand, and socially influential on the other, we intend to create a work environment that is at the frontlines of knowledge and research that is able to radiate onto practice in the Israeli governance.

We envision a center that works along three branches: one branch will include expanding the existing EXMPP and create specialization tracks.

The second branch will be based on building roundtables to discuss policy focused on certain fields that emerge as grassroots issues. The aim of this is to lead policy change at the senior levels of public service.

The third branch is the research branch, in conjunction with the Shasha Center for Research and Policy, which will allow research processes and long-term programs that will recognize demands from the field that require background research as a basis for their operation.

Academic supervision on the Center for Executive Training.

The Center is an integral part of the School for Public Policy and will serve as a locus for contact between policy researchers, policy leaders in the Israeli arena. A faculty member of the Hebrew University or a School faculty member will head the Center. The Head of the Center, along with the Head of the School and the chairman of the Academic Advisory Committee in the School, will be on the managing board along with a small team for decision-making and supervision of all the academic programs in the center. The team will be anchored within a larger steering committee that formed the Center's mandate and will advise on directions of development. At the head of this branch, which is responsible for policy tables, will be a policy figure with experience in processes of change and writing policy papers that will be subject to the academic supervision of the Executive Committee.

The development programs of the Center were determined by the Head of the EXMPP, Dr. Gayil Talshir and the outgoing head of school, Prof. Eran Feitelson. They were presented to the Dean of the Faculty of Social Sciences and the University Rector.

3.2.8. In summary, to what extent has the program achieved its mission and goals? What are its strengths and weakness?

Excellence Program

The program's success is measured by parameters, which are taken into account during the period of study and beyond them. Specifically, we see as a major advantage the quality of policy papers written by the students. We also observe the students' ability to obtain key positions in the labor market.

In reference to these criteria, the strengths of our program are:

1. Position Papers: The papers written within the School's framework receive positive feedback from policy makers.

2. Data shows that there has been a quick integration of graduates into quality positions.
3. A significant number of participants in the program continue to doctoral studies.

On the other hand, there are some significant weaknesses in the program makeup.
.
1. The large workload at the end of the first year causes a deterioration in the quality of the students' papers.
2. Students are "stolen" during their studies to the workforce. As a result of this, students do not complete the degree.
3. As such, the demand for the thesis causes participants not to complete the degree. This is seen as a major problem area.

The EXMPP

Strengths:

1.The program puts emphasis on writing policy papers, with sensitivity to political-professional contexts, as a tool for change in the public sector. This is a major strength for students as it aids them in developing initiatives and policies in the field. Given the basic difference between the Excellence Program and the EXMPP, the policy papers produced within the EXMPP have much more influence on decision makers in the field. The papers written within the School's curriculum receive positive feedback from relevant policy makers.

2. Graduates are often promoted after their studies. Studies are used as a springboard to more senior positions. Together with other graduates of the School of Public Policy a network of policy entrepreneurs who understand the professional language of policy leadership is created.

   3. The program has created mechanisms for recruiting candidates, the potential to lead is examined in the candidates as well as their ability to implement analytical tools in future work.

   4. The program is successful in the sense that it combines different learning methods and personal experience, bringing together a wide range of lecturers, researchers and public figures that lead public service executives to a higher standard of professionalism.

5. The program creates a quality group and a growing community of alumni that integrate professionalism into the civil service field.

Weaknesses:
   1. The tuition cost of the program is very high, posing a serious challenge to quality executives who want to take part in it. In this way, the goal of recruiting the most suitable candidates may be challenged.

   2. The EXMPP has yet to be recognized as a full partner with the Civil Service Commission. Despite agreement in principle, the Civil Service Commission has not yet expanded the public policy requirements in tenders to senior positions.

The PhD Student Program

Given the relatively short period of time since the founding of the School, the PhD program has expanded impressively. The main strength of the program is the diversity of research topics, and the way in which doctoral students are recruiting top researchers in a variety of departments to directly address issues of public policy. This strength brings with it the danger of a weakness that is present in many PhD programs at Hebrew University and beyond: the isolation of students and the lack of mechanisms for knowledge sharing.

This danger is particularly acute in the Public Policy School for two related reasons. First, as students come from a variety of different academic disciplines, the lack of a shared disciplinary language can increase the feeling of isolation. Second, the academic staff of the School is relatively small and stretched thin given the scope of the School's teaching and research agenda, leading to fewer academic resources at the disposal of doctoral students in terms of research and teaching opportunities. One reason for this is temporary, in that the School is still in the process of hiring lecturers to fill key positions. Another reason for this is based on the structure of the academic staffing wherein lecturers are often jointly appointed in two different departments (such as Public Policy & Geography or Public Policy and Political Science). While this disciplinary diversity is one of the key resources of the School, it does contribute to the lack of a cohesive "home base" for doctoral students, who then must take more initiative to create a supportive research environment for their particular area of study.

Teaching and Learning

3.3.1 Specify what teaching and learning methods are applied in the program: frontal lectures, self-study, distance learning, laboratories, seminars and pro-seminars, practical training, group exercises, role playing and simulations, organized tours, conferences and other methods. To what extent are these methods applied (% of the overall number of teaching hours, % of the overall number of credits).

Excellence Program

The Excellence Program offers 30 courses yearly.

The teaching methods vary from frontal lectures to case studies, simulations and roundtable discussions based on readings. Most classes are limited to 30 students to facilitate discussions. This is particularly true of the policy workshops, as these require intensive interactions between faculty and students. In each of these workshops students prepare and present work several times during the year.

Case studies are used as the basis for the policy and politics course. As noted above their use in other courses has been evaluated, and was found lacking. Thus, despite an early investment in the preparations of such cases, their use at the School at present is limited. Most courses include frontal teaching and reading. In many of the courses there are guest lecturers who bring their experience from the field. In addition, field trips, roundtables, and lectures open to the general public are also integrated in the study program.

Course Type	Point credits	Percentage of program
Frontal	39	78%
Workshops	11	22%
Total	46	100%

The EXMPP

The program is built interactively; students gradually from evolve from passive recipients of knowledge to active knowledge and policy producers. The students learn in frontal lectures, which include guest lectures and case studies; In addition to this there is a substantial component of workshops, working groups, simulations, a civil conference, seminars and tours.

Course Type	Point credits	Percentage of program
Frontal	36	78%
Workshops	5.5	12%
Tours	1	2%
Group study	2	4%
Seminars	1.5	3%
Total	46	100%

3.3.2. What steps are taken in order to evaluate teaching and improving teaching? How are the results of these activities used, specifically, the negative findings about staff members' teaching? Does the unit act in order to locate and encourage excellent teachers? Does the unit or the institution offer the teaching staff regular and systematic activity, including courses/in-service training/instruction and guidance programs in order to improve the quality of teaching? Do new staff members receive special support?

The School of Public Policy

The Hebrew University and the School of Public Policy place considerable importance on the quality of teaching. Students are asked to fill out evaluations for every course they take. In recent years the evaluation process was adapted for Internet use, and all students of a given course can fill out the forms and submit them at their convenience using the Internet. These evaluations are taken very seriously at the University and faculty levels. The compiled student's evaluations for each course are now available to students as part of the course description in the course catalog. Outstanding teachers are awarded commending letters from the Rector and the Head of the School, and their names are publicized by the University on Outstanding Teacher posters in each department at the University. The best teachers are also awarded a Rector's prize for outstanding teachers.

In addition to that, at the end of each semester (annually in the EXMPP) an oral feedback conversation is conducted with the students by the head of the program. Midway through the program and at the end there is an integrative evaluation and feedback process based on both written and oral information.

The Faculty of Social Science offers an annual workshop for teachers with poor evaluations from their students in an attempt to improve their teaching skills. The Dean and the Chair follow up on such teachers and assess the improvement in their teaching. Teaching skills are an important factor in faculty promotion and are seriously considered by promotional committees for all levels of promotion. In cases of promotion with tenure, a senior teacher attends a typical lecture given by the candidate and submits a Teaching Skills Report to the promotional committee. According to the regulations for appointments and promotions, which were recently adopted by the University, new lecturers are assigned a mentor from the senior faculty, who assists them in the initial stages of their academic career. In addition, the Faculty of Social Sciences offers a short introductory course in teaching methods for new faculty. From time to time, the School of Education, together with the Rector's office, offers workshops open to all teachers to improve their teaching skills, and workshops to advance the use of technology (i.e., preparing PowerPoint presentations, advances in Office, etc.).

New faculty members receive an exemption from three hours of teaching in their first year in the position. In addition there is also an exemption during the first year from committees and administrative duties.

3.3.3. Describe the use of information technology in teaching and learning: methods, scope, types of course etc.

The use of information technology in teaching and learning is expanding rapidly. Below we list several examples for the use of technology in teaching, utilized by both students and faculty.

- The on-line learning system, HighLearn (one word), provides an easy way for setting up a website for a course. Almost all courses in the school have their sites on HighLearn. Through this site students can access course material, including the syllabus, PowerPoint presentations, reading material (especially PDF files of assigned articles), and assignments. Some teachers use the course site for discussion forums, posting messages to students and receiving feedback.

- Access to E-journals, databases, on-line catalogues, book reservations, and the like is available on and off-campus using the Mount Scopus library databases.

- All the rooms in the School are "smart" rooms. Such classes provide for the use of PowerPoint and overhead presentations, videotape and movie displays, and in-class use of Internet resources. A wireless network covers the entire area of the School.

- All students are provided with a university email account. Students' email accounts, together with SMSs to their mobile phones, are a common means of communication with the university. The entire process of individual study programs is completed on the Internet. Students' evaluations of their teachers are conducted on the Internet. Information about grades, class cancellations, schedule changes, and the like are sent via email and SMS services.

- Students at the School have access to several computer labs within close proximity to the School. These include the spacious 'computer farms' established in the Faculty of Social Sciences and in the Faculty of Humanities with hundreds of computers available for students, including associated services such as printers, scanners, etc. The computer farms include a number of classrooms equipped with a computer for each student and a master computer for the instructor. Most faculty members use computer-assisted presentations in their lectures, such as PowerPoint, videos and movies, PDF files, and sometimes the Internet.

The students in the EXMPP, that are relatively older, receive an academic literacy exercise, which includes exposure to information technologies and tutorials on how to work with them. This allows students to cope with the relatively extensive use of information technologies.

3.3.4. Describe the policy of the study program/parent unit regarding lecture attendance. What steps are taken in order to implement this policy? Please describe the current state of events in your answer.

Excellence Program

According to the Hebrew University regulations, full attendance of students is compulsory at all lectures, discussion groups and all other activities. It is also the policy of the Faculty of Social Sciences and the School of Public Policy, However, whether and how to enforce this demand is at each faculty member's discretion. In practice, the attendance rates are moderate to high in the large courses and most teachers do not strictly enforce compulsory attendance. Attendance is more readily enforced in workshops, which means that multiple absences of a student from a workshop will prevent him to finish his studies.

The EXMPP

The program's policy states that attendance is compulsory in all classes. The executives are aware of this policy from the first stage of applying to the program. An executive who wishes to be absent from a class due to exceptional circumstances must receive permission from the program administration. During classes attendance sheets requiring a signature are passed around, students who are absent are checked by the Program Director. In principle most of the executives attend all of the classes.

3.3.5. Describe the methods applied to measure the achievements of the students that are used in the study program according to the following:

In most compulsory and core courses in the Excellence Program and the EXMPP the final grade is based on the grade for the final examination. In some courses, the final grade also includes the average grade for the course assignments, with a number of points for active participation or attendance. In the compulsory courses, the students must submit a minimum number of assignments as a prerequisite for taking the final exam. In elective courses, especially in the smaller courses, there is a combination of a final exam and a course paper, or just a course paper. In fieldwork courses grades are based on active participation and contribution to research work.

3.3.5.1 Examinations

a. **Describe the method of examinations and their character, the relative weight of each type of examination in the final grade (written/oral/open/multiple-choice etc.)**

Excellence Program

All the exams are written exams. The majority of the exams in compulsory, core courses, and in many elective courses, are open-question tests. In some courses the test consists of a combination of multiple-choice questions and short open questions (with a limited amount of space allotted for each answer). The weight of the exam score in the final grade varies among courses. In many core courses the final exam constitutes 100% of the course grade. In courses with assignments, the average score for the assignments may account for 20-30% of the final grade. Some courses hold a midterm exam that may account for 20-30% of the final grade.
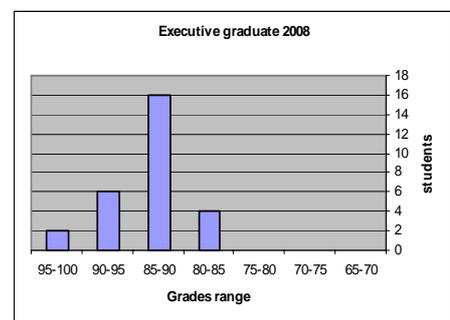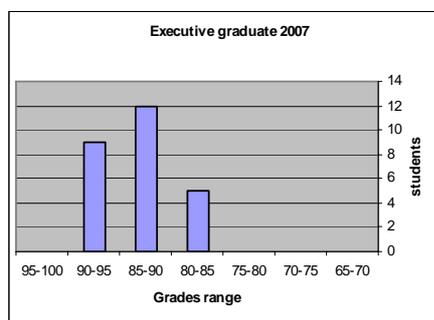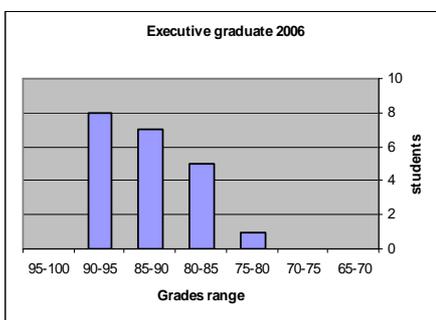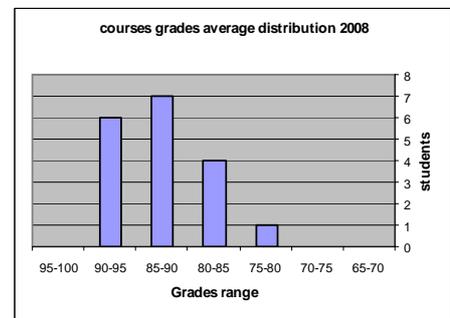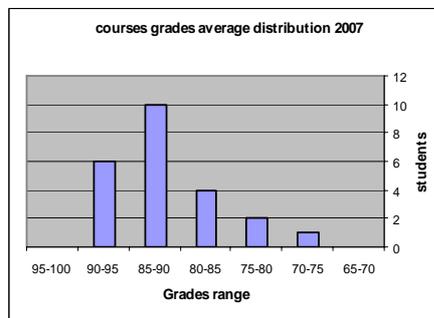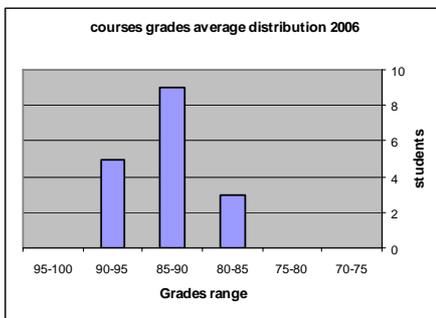
The EXMPP

Program exams are written exams, exams are open questions and in part multiple choice. Two of the exams are home exams, which need to be submitted within 48 hour. In most of the courses the exam counts for 100% of the course grade, in some courses the test accounts for 70% -90% of the final grade.

b. **How are the grades distributed? Is this method influenced by statistical considerations?**

Each course grades in accordance with the requirements of the task. The programs' have no policy of giving grades based on statistical considerations.

c. **If the relevant information is available, please present (in the format of histogram) the distribution of the overall average grade of the graduates (not including the grade of the thesis for the second degree) for each of the last three years.**

courses grades average distribution 2006

courses grades average distribution 2007

courses grades average distribution 2008

Executive graduate 2006

Executive graduate 2007

Executive graduate 2008

3.3.5.2 Written assignments (projects, thesis, dissertations)
a. Describe the types of written assignments and other projects required in the program, their contents and scope (seminar papers, degree papers, thesis, training period, practical training etc)

The EXMPP

The projects in the program divide into several main categories:

- Personal papers given at the end of some courses in which students are required to integrate theories and knowledge taught with reference to case studies and to analyzing it accordingly.

1. Working in groups of 3-4 executives, students is required to submit a joint product guided by the course lecturer.

As part of the course "Israel in 2048" student groups were required to formulate long-term policy in relation to the future image of Israel by creating a number of scenarios, models and operational strategies.

2. Policy Papers: In the framework of the basic policy workshop students write a policy paper in groups of 3-4 executives. In the progressive policy workshop a policy paper is written which constitutes a personal final project, the executives choose a subject where they want to make a professional / personal change. This project reviews possible alternatives that provide solutions and a recommendation is given to formulate a policy with reference to the analysis of the political environment, coalition building and creating a path for its implementation in practice.

3. Civil Conference - A final group project, in this framework a learning subject is chosen that poses a challenge in public policy. Executives learn and research the chosen subject with work processes characteristic of a civil conference. At the end of this process a policy paper is presented to the relevant parties interested.

4. Reflexive Projects- are provided in the leadership cluster workshops where executives are asked to observe and reflexively analyze conduct while dealing with situations of leading change in the workplace. This is done in the framework of simulations that are carried out in workshops themselves, with reference to theoretical aspects and guest lectures by people who have influenced changes in Israeli society and in policy design.

b. What are the methods applied to evaluate written assignments and projects? What kind of feedback, apart from the grade, is given to the students in relation to these assignments and projects?

The EXMPP

Faculty members accompany students throughout the project preparations, beginning with selecting the topic and consideration to chapter headings, feedback is given throughout the work process. Students present their work on the policy papers and group projects, in another stage where they receive assessments from faculty members and fellow students before submitting the final project. After submitting the final project students receive a grade and a written evaluation from the lecturer.

c. Distribution of the final grade of the degree (in the format of histogram).
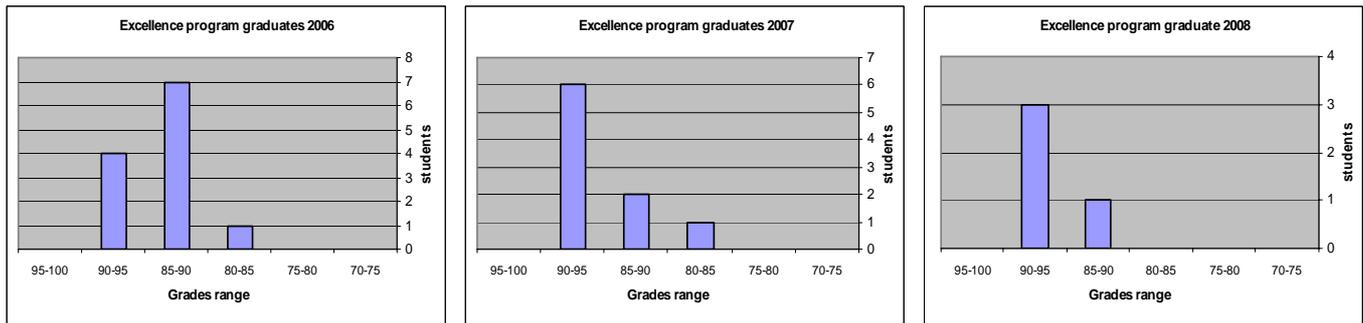
d. What is the average grade given to the graduates of the program in the final project/ final seminar/thesis in each of the last three years? Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.
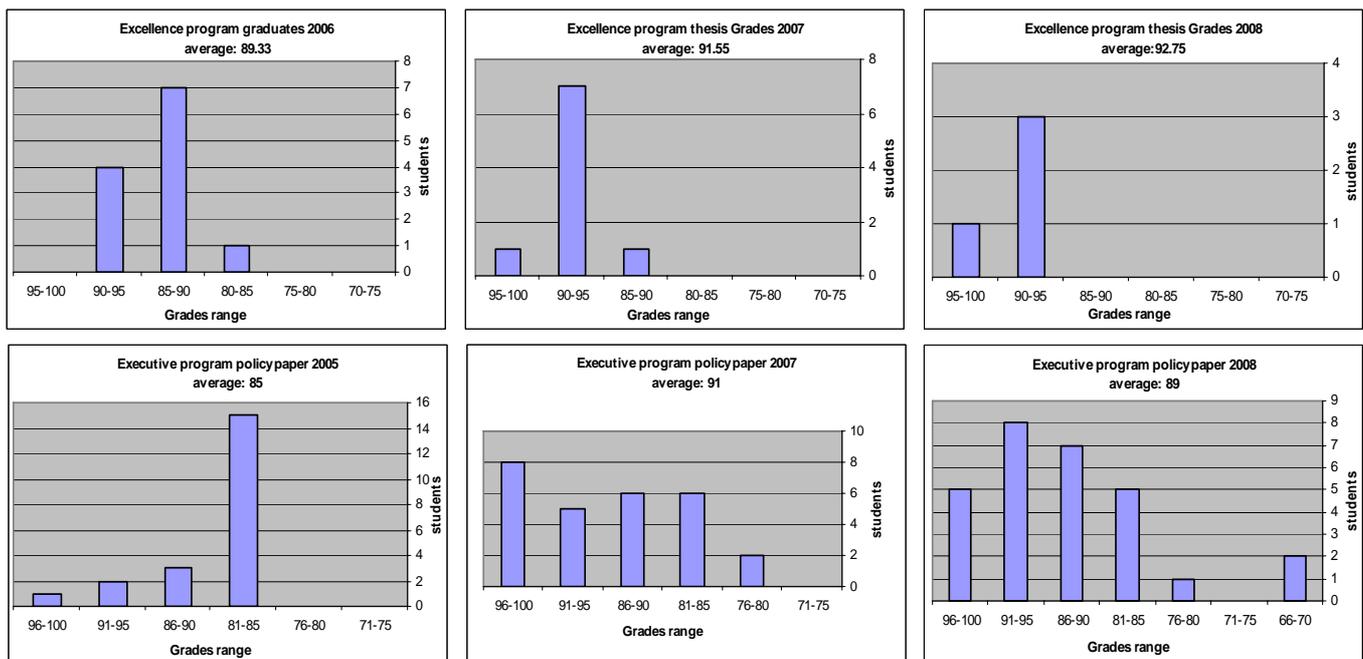
3.3.5.3 Other - any other methods applied to measure the achievements of the students used by the institution.

Some teachers assign a value to class attendance, participation in class discussions, or to contributions made to class forums. These requirements are made known to the students in the course syllabus and in the first meeting of the course, and are incorporated into the final grades by the faculty member.

3.3.6. In summary, what are the strengths and weaknesses of the teaching and learning? To what extent have the methods applied to measure the teaching and learning achieved their goals?

The School of Public Policy and Government is a graduate school. All programs within the School are selective. The School succeeded in maintaining rigorous entry requirements, and limit the number of students accepted according to academic criteria. The School has limited the incoming class in the Excellence program to 25 and the EXMPP to 30 in order to allow faculty and students to intensively interact in the policy workshops. Consequently most courses are taught in groups that do not exceed 30 students. This allows for much closer interaction between students and faculty than at most university units. Moreover, as the program is selective, the level of all students is high, allowing teachers to assign more readings and direct higher level discussions. These result in the improvements noticed in both the final policy papers and the theses over time. The initial reactions from employers, and the fact that most students find meaningful employment before or immediately after their second year are also indications of the success of the program to provide students with useful tools.

The main weakness of the program is the time lag between the end of the classes and the submittal of the thesis. In many cases this time lag exceeds six months. The main reasons for this time lag are the time it takes students to find a topic and advisor, and the fact that most students find meaningful employment before or immediately after finishing their classes. Hence, they often do not find the time to conclude their theses in a period when they are trying to establish themselves in their new work places.

The EXMPP

Strengths

– Experiential teaching includes workshops, test cases, study teams, the civil conference, lectures, tours and workshops in the field.

 - Reference to relevant topics- test cases, key figures and policy events from contemporary Israeli society

- Imparting skills in writing policy papers and learning how to implement them from theory to practice.

 Weaknesses

 - Difficulty in recruiting teachers with a profile of research work on one hand and experience working and consulting on the other.

 - There is need to expand learning through simulations written especially for the program in a way that allows comprehensive and in-depth study of events and gives the executives experience in planning and decision making related to policy change.

 – A need for a cadre of policy specialists in the field to direct students in need of consultation when writing policy papers.

3.4 Students

3.4.1 What are the entry requirements/criteria for the program and the <u>actual</u> admission data, including the "on probation" status. Please describe the selection and admission process, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them. How are the admission criteria decided upon, and to what extent are the criteria and procedures for admission relate to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) at the program?

Excellence Program

Entry requirements
B.A. or a higher degree in all academic disciplines
Intellectual excellence; leadership potential; commitment to public service
All applicants must take the Graduate Record Examination (G.R.E.) (Quantitative section only).

Grades in the undergraduate studies are only one component out of the considerations taken into account in the admissions process. As students come from a wide variety of disciplines, and from different institutions, as well as the high variance in grades between departments (and sometimes also within departments) and across institutions grades are seen as not truly representative of the applicants' potential in a comparative manner. Hence, the Excellence program gives greater weight to other factors, such as the workshop conducted by the selection committee, extra-curricular experience, recommendations and the GRE. An additional reason for this somewhat unusual procedures (at least in the Hebrew University) is the desire

that the best students be found that meet the school's vision, and particularly the potential for effective service in the public service (broadly defined).

In a given year there are, on average about 66.applicants that complete the full application (out of two or three hundred who express some interest). On the average about 23 students are accepted into the program.

As the applicants are expected to take summer courses the selection process takes place toward the end of the spring semester. At this point most applicants are still in their final year of undergraduate studies. Hence, the School has conditional acceptance terms that applicants complete their undergraduate degree by the beginning of the school year. If the student is unable to finish their degree, they are not permitted to start the school year.

The Screening process

A. The student opens an application file at the School

The file includes: registration forms, passport photo, resume, GRE quantitative score test [or a quantitative GMAT], transcripts and recommendations that are sent directly to the School without the candidate viewing them. At the same time students also register to the University.

B. Candidates who passed the first stage of requirements, which include:

Honors average (depending on the class where he/she studied)

- GRE over 550
- Professional Experience
- Recommendations

The Head of the Program and the Coordinator for Students and Academic Affairs screen the applications in order to identify those applicants whose chances for acceptance are negligible, given their low scores. Overall, the number of applicants who are screened out at this stage is small, as it seems that applicants with low scores tend not to submit full applications to this program.

C. A candidate who meets the requirements will be invited to a selection workshop. The selection workshop contains up to eight candidates. The interviewers are: the Head of the School, at least 2 other faculty members, and the Coordinator for Students and Academic Affairs, the workshop lasts two hours. In the first phase each student is asked to formulate a reply to a policy question and present his or her motives for applying to the Excellence Program. The candidates have forty-five minutes to produce a short essay.

D. Candidates enter the discussion room and after a round of introductions a moderated discussion is held for about forty-five minutes between the interviewers and the candidates. After hearing the discussion interviewers rank the candidates according to their impressions, the ranking includes four options: The candidate is worthy of studying in the School without qualifications, the candidate can study in the

school, there are doubts as to the suitability of the candidate for the school, or the candidate does not meet the school's criteria.

E. Following this stage interviewers receive data tables regarding the candidates; it is possible for them to change their ranking decisions following their exposure to the data [undergrad average, GRE, recommendations, their essays, resume]. Based on this data those students for whom a place should be offered are determined, as well as those that may be on a waiting list.

F. After the workshops, the Head of the School (or head of the program in future years) and the Coordinator for Students and Academic Affairs, who were present throughout the workshops, rank the waiting list based on the opinion of the staff who participated in the workshops and the candidates admission data.

G. During the month of July, students are informed of their acceptance or rejection to the Excellence Program with a request to approve participation within 10 days – in order for the School to provide a response to the candidates on the waiting list.

Conditions required to continue to the second year of study

Average grade of at least 75 in the required courses.

Graduation Requirements:

The studies are in the research track, which includes writing a thesis.

Total credits for graduation: 50 credits.

At the end of the second year students are required to submit research work (thesis), under the supervision of an advisor from the University's faculty.

The deadline for submitting the thesis is the 31st of December (six months after the second year of study has been completed).

In addition, at the end of the second year in the framework of the Advanced Workshop Policy, each student must write an advanced policy paper, which includes a political analysis and an implementation program.

Affirmative action

The School's vision is to train the professional leadership of the public sector. In our opinion in order to ensure quality service for all citizens in Israeli society it is necessary that the professional service reflect the various sectors of Israeli society.

To this end we encourage students from different sectors to apply and accept them on the basis of affirmative action. This is done by accepting students to the Excellence Program from the ""Atidim"" Program that is geared towards outstanding students from the geographic and social periphery. In addition, advertisements are published in the Arabic media to encourage Arab applicants. Arab graduates from the Excellence and EXMPP programs are also encouraged to actively seek new applicants

for the same purpose. The proportion of students from the periphery and Arab students is high in compared with other social science departments.

Admission for students with special needs

The Hebrew University and the School of Public Policy are equipped to accept students with special needs. All of the program's classrooms are wheelchair accessible. The Program has several special needs students.

Determining Admission (in relation to the aims of the program)

1. GRE

Acceptance to the program is dependent on a GRE test, which allows an objective measure to compare applicants. The GRE also enables us to predict the quantitative capabilities of applicants, as thirteen of the credits taught in the first semester are economics.

There is a high correlation between success in the GRE tests and success in quantitative courses.

2. Excellence in previous studies

The School's vision is to send "the best and brightest" to the public sector; therefore we look for students with high marks and abilities. There is a high correlation between B.A. and M.A. grades.]. However, the School is aware of the wide distribution in grades in the different universities and even within different departments in the same university. Therefore the GPA required for acceptance is not fixed [for example, in the Law and Economics program at HU, 80 is the average required to complete the program with honors, though in psychology an average of at least 90 is required to complete the program with honors]

3. Recommendations

We ask for recommendations from both lecturers and employers. Recommendations from professors attest to the academic abilities of candidates. Recommendations from employers may indicate success at work and possible familiarity with the domain of public policy. In addition we also examine the candidate's resume.

4. Workshop

The selection workshop helps us to check the student's way of thinking in addition to their writing abilities. It also allows the candidate to give a direct impression to the interviewers. Generally, students who excelled in the workshop also excelled in the program.

Lowest acceptance threshold

The lowest acceptance threshold regarding the GRE is 480. This student had an average of 92 in their undergraduate studies. The lowest B.A average was 74. However, this student scored 720 on his GRE exam. This implies that a gap in one of the criteria does not prove success or failure and the admissions committee evaluates the complete picture of the student's records.

The EXMPP

Admissions process:

Program acceptance requirements:

- GPA of at least 80 in undergraduate studies

- 5 years experience as a senior manager / professional

- The screening process is similar to the process that is mentioned above with regard to the Excellence Program.

-Scholarship eligibility is determined by a number of criteria: seniority of position, undergraduate GPA, admissions workshop score and the general amount of points for each candidate.

-A policy of affirmative action exists for populations of minorities: Arabs and Ultra-Orthodox.

– The program does not require a psychometric test

The lowest acceptance threshold program for school in terms of the BA: In the first year a student with an average of 67 studies (LL.B. from the Hebrew University) was admitted. The considerations for his acceptance were: high marks in the admission workshop, excellent recommendations, very good expressive capability in the written composition, very senior position: Chief Superintendent - Head of the criminal police branch in Tel Aviv. Law studies at a university have a higher acceptance threshold than colleges. The lawyer later graduated with high honors from the EXMPP program and was recently appointed a judge.

Unlike many other programs at the University the goal of the EXMPP is to train executives, beyond learning abilities they also have the skills to design and lead policy. Therefore, the admissions process conditions include both education and leadership skills and policy design. In light of this, the first part of admissions selection emphasizes the ability of thinking abilities and analysis, while the second part emphasizes the ability to lead and work in teams, capabilities that are critical to implementing policies.

In an assessment done at the end of the EXMPP program a high correlation was established between scholarship recipients and the highest scores in the class.

The PhD student program

PhD students who completed their master's degrees in various departments may enroll in the School if their dissertation addresses policy issues or advances policy research. Such enrollments are not limited to students whose advisors have positions in the School. Thus, the School seeks to generate interactions between all the advanced students at the University who are involved in policy research.

The various University Faculties may determine the admissions requirements and procedures to check the suitability of the candidates wishing to begin PhD studies. The Authority for Research Students has approved this procedure. However, no candidate can be admitted as a research student if he doest not have at least one of the following conditions.

Students interested in the PhD program must first meet the minimum requirements of acceptance as a PhD student through the Authority for Research Students, and to identify an advisor. The Head of the Department reviews potential PhD students and must approve their admittance before they proceed to register at the Authority for Research Students.

The attached file, "Doctoral Student List – Public Policy" details information for all current PhD students, as well as graduates of the program and those who terminated their studies before completion. This list demonstrates the rich diversity of topics that doctoral students are researching, as well as the inter-disciplinary scope of the academic advising to students registered in the School

3.4.2 To what extent is the relevant information concerning the courses taught in the study program passed on to the students and available to them, e.g. syllabus (bibliography specifying required reading, exercises and assignments, components of the final grade) collection of the examination papers. How is this information brought to the attention of the students, where is it published and how are the students updated on changes that have been introduced?

Each course is listed in the Faculty's course catalogue, which has been posted on the University website since 2005, several months prior to the beginning of the academic year. The publication of the updated catalogue is the responsibility of the Faculty and is monitored by the School. A short description of the course content, course type, credits, course requirements, the way the final grade is determined, and examination dates are all available on the site. Each teacher determines the grade policy, reading list, exercises and assignments. They are made known to the students in the first lecture of each course and are posted on the course website. Changes to any of the above are immediately made known to students in the particular course via direct e-mail and SMS services. Most of the teachers also post PDF files of the required readings on the course site or on their own personal website.

The Hebrew University also makes use of a computerized learning environment called HighLearn. It is accessible via the Internet and allows the teaching staff to organize courses in an efficient manner. It increases the accessibility of

information, allows the presentation of diverse updated information, and facilitates bidirectional communication between students and teachers.

Collections of previous examinations are not available in the School. However, teachers in the required courses provide the students with sample examinations and questions.

3.4.3 What is the yearly dropout rate of students from the program over the last five years, and what are the reasons for their leaving (academic/financial/other)? Is there satisfaction with the dropout rate? In case there is not, what steps does the unit take in order to prevent, reduce or increase dropout?

Excellence Program

The two main reasons students leave the program:

A. Received an important position in the public sector. Six students (two thirds of the drop-outs) out of all of the eight graduating classes (how many students) left because they were offered senior appointments in the public sector.

B. Personal circumstances. Until now three students have left due to personal circumstances, such as marriage, illness and stress.

Examination of the data reveals that less than 6% of the students withdrew from the program. Regarding the student's inability to complete the obligations from their undergraduate degree the School has changed its procedures. Today, all students are obliged to show that they have completed all of their undergraduate requirements by the beginning of the School year. Since the change, all students have completed their undergraduate degree before starting the program.

The EXMPP

The programs dropout rate is very low and there is satisfaction with the drop out rate:

Year	Students	Students completed	Reason for drop-out
2004	23	22	Criminal investigation
2005	22	21	Copying in an exam
2006	28	27	Health reasons
2007	29	29	
2008	30	29	Health reasons

The PhD student program

The Doctoral Student List includes information for those students who actively pursued their studies in the School but terminated their studies before

completion. Two students pursued their academic studies in similar programs in Europe, and two students decided to pursue other career options, In general, the School is satisfied with the expansion of the PhD student body, and the relatively low drop-out rate given that successful completion of a doctoral program is a challenging task in any field.

3.4.4 To what extent are the program's students involved in research projects of the staff members? Specify in which projects, the number of students involved and the scope of their involvement. Is there a procedure for encouraging students to carry out independent research of their own?

The Excellence Program

All the programs' students write a thesis, and thus are required to pursue independent research. Some of these theses are prepared in conjunction with faculty members' research agendas or as part of funded research of faculty members. In addition students are employed as research assistants in various faculty research endeavors. The number of students involved in faculty research varies according to the funds available for faculty members.

The EXMPP

The EXMPP is not a research program; therefore students do not take part in studies carried out by the school faculty. There is no mechanism that encourages students to carry out research independently, depending largely on the internal motivation of students. Of all the program alumni two have continued research and wrote theses, one graduate is engaged in doctoral research.

The PhD student program

Doctoral students are encouraged to be involved in research projects of staff members, as much as staff members' research budgets allow. For example, Jennifer Oser is a research associate with Prof. David Levi-Faur on "Comparative Agendas", an international project led by Prof. Frank Baumgartner, one of the international leaders in the field of public policy (http://www.comparativeagendas.org/Home/israel). As the School's academic staff expands and increases seniority, expanding the involvement of doctoral students in research projects is a key area of growth. For example, two students who are currently completing their master's degrees with the intention of registering as doctoral students in the coming academic year are already involved in research projects with staff members and plan to continue in this work as they begin their doctoral research.

3.4.5 Counseling systems

3.4.5.1 Describe the system of academic counselling for students before and during the period of study (including reference to the structuring and approval of the study curriculum). Do students with special needs receive special support? If so, please specify.

Before students begin their studies they receive all of the information about the programs requirements that need to be met in order to continue to the second year from the Coordinator for Students and Academic Affairs. An advisory meeting with the Head of the Program, examination of work previously done, consultation about specializations chosen and the relevant courses.

Students with special needs

The Hebrew University and the School of Public Policy are equipped to accept students with special needs. All of the program's classrooms are wheelchair accessible.

3.4.5.2 Are counselling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity.

Excellence Program

There is no such built in mechanism. At the beginning of the program such a mechanism existed, however it was canceled after it became clear that there was no need for it. In certain cases the subject arises in personal talks with the Head of the Program.

The EXMPP

The students in the EXMPP already have a professional career. Graduates of the program make use of the existing network in order to advertise job search requests or to hire employees. In many cases, the program serves as a springboard for promotion to more senior positions. The alumni network provides a platform for contact between the different branches of the civil service.

3.4.6 What are the mechanisms that deal with student complaints?

Several mechanisms in the School deal with students' complaints:

- Each lecturer is required to hold office hours during which the students can discuss the academic material and / or other issues that may arise.
- An open-door policy is customary in the case of the office for student affairs. Complaints are referred to the relevant body. If a problem is not resolved satisfactorily, the student can appeal to the Head of the School.

- The University performs an annual survey to assess students' opinion about the quality of the teaching and administrative services. This mechanism allows the School to identify problems and complaints, which are dealt with to the best of our ability.
- Within the framework of the Excellence Program a discussion with the Head of the School is held at the end of the first year. The discussion offers an open forum for comments and criticism about the classes and faculty.
- At the EXMPP, starting from the second semester the Program Director and the Program Head has personal conversations with each student in the program.
- The Teaching Committee deals with academic issues, including course curriculum, overlapping material, teaching rules, exam regulations, exam scoring, etc.
- In event that a problem is not solved within the School's framework, students may appeal to the Associate Dean of the Social Sciences Faculty.
- Complaints towards administrative personal are directed to the Administrative Head of the School.

3.4.7 Does the unit take steps to locate outstanding students (including candidates) and reward them? If so, describe these procedures. What financial assistance is provided to students with financial problems and/or to outstanding students?

The Hebrew University and the Faculty of Social Sciences offer special rewards to outstanding students based on their academic achievements. Students on the Rector's list are granted fellowships encouraging them to complete their studies at HU.

Excellence Program

Scholarships for students accepted to the program:

A. Scholarships from the School

The School provides scholarships in the form of a tuition exemption for all those accepted to the first year of studies in the School.

In addition, the School provides reimbursement for the GRE expenses to the students who have been admitted.

B. The David Diego Ladovsky Excellence Awards

 This award is dependant on the financial resources that the Ladovsky family grants every year (not a fund). A prerequisite for receiving the prize is graduation in the previous year while fulfilling the requirements needed to receive a Master's Degree until the first of March of the year that the prize is awarded. Also receiving the award are first or second year students with the highest achievements (based on a calculation of grades and credits).

Financial assistance to students with financial problems

The School does not grant scholarships based on socio-economic needs, rather it directs the students to the financial assistance section of the university:

Http://www.huji.ac.il/huji/adm_milgot.htm

The EXMPP

The program provides scholarships of up to 20,000 ₪ ($5000) to encourage senior executives who have the potential to transform public service to return to school. The program admissions process selects the scholarship recipients as described in Section 3.4.1 Moreover in order to encourage academic excellence, at the end of the program three students with the highest grades get a scholarship of ₪7500 each.

The PHD Student Program

The School has made an active effort to recruit outstanding students to the PhD program in general, and from the graduates of the School's master's programs in particular. From the growing pool of quality graduates of the Excellence and Executive Master's Programs, six of the current PhD students received their master's degree from the School.

Regarding financial incentives, until the 2008-2009 academic year, the most active students received a monthly scholarship of 1,500 NIS to support them in pursuing their research. In the 2006-2007 academic year this scholarship was awarded to six students; in 2007-2008 it was awarded to eight students. In the 2008-2009 academic year, the Social Science Faculty initiated a new scholarship, the President's Scholarship, which provides a 40,000 NIS / year scholarship for four years for students who have not yet received approval on their research proposal. In order for students from each department to be eligible, their department must dedicate matching funds. The School therefore decided to participate in this scholarship in the 2008-2009 academic year. The School continues to provide the 1,500 NIS monthly scholarships only to active students who have already received approval for their research proposals.

In this way the school encourages students to reach advanced levels in their research and support students who proved this ability. In addition, the School has strongly supported PhD students applying for competitive fellowships both within the University and beyond. As a result, two of the School's current PhD students are recipients of prestigious multi-year scholarships granted by the University (President's Scholar and the Hoffman Fellowship). A number of students have received scholarships from independent foundations (such as three-year nationally competitive fellowship in the area of health and environmental policy research; a Fulbright Scholarship to pursue research in the U.S. for one academic year. While full-time investment in doctoral research is encouraged, the School also strongly appreciates the added value of those doctoral students who continue to work in key roles in the field of public policy while completing their research. Examples of students who have continued to play key roles in the field of public policy while completing their research include a PhD student, who has served as a consultant for

the World Health Organization regarding radiation protection issues; another PhD student leads the Strategic Planning Department for the Jerusalem Municipality.

Beyond direct financial incentives, the School has made a concerted effort to include doctoral students in a variety of teaching roles, research projects, and innovative initiatives (such as editing the School's newsletter). The decision to invest in doctoral students as teaching assistants is not a simple one given the increased cost following new employment agreements in recent years, and in fact many departments have chosen to respond to these pressures by employing only master's students, or by cutting back on teaching assistants entirely. The School has seen, however, that the investment in doctoral students as teaching assistants pays off over time, not only in terms of the experience gained by the PhD student, but also in terms of the improved teaching quality and efficiency of instruction over time. Doctoral students have worked as teaching assistants in central courses in all three of the School's teaching programs over time. This past year the School employed five doctoral students to work as teaching assistants.

Finally, doctoral students are actively encouraged to make the School a physical center for intellectual activity, providing students with office space and printing facilities. This is part of the School's ongoing efforts to encourage a vibrant academic community with quality research anchoring the School's activities.

3.4.8 Does the institution and/or the parent unit maintain contact with their alumni, employers, and with employment market. If data is available, please specify the measure of integration of alumni into the labor market (especially relevant when the study program a "professional" one): where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment, and how many students continue their studies to advanced degrees or other areas (specify area of study and degree level). Please supply the data on the number of alumni who have completed their studies with distinction. Relevant survey of the unit/institution on this matter will be most appreciated.

Contact with Alumni

A relationship is kept with Alumni on a number of levels:

Through a survey conducted this year, the School mapped the needs of the graduates. Although the survey was conducted online the participation rates reached 42% of the graduates. The survey questions can be found through the link:

http://public-policy.huji.ac.il/bogrim_survey.asp

Primary results:

Nearly all (99%) of respondents want to keep in contact with the School.

Networking and professional aspects were the primary reasons for maintaining contact with the School (69%, 63%, respectively, chose the first or second motive as the reason to maintain contact).

Nearly three quarters (72%) of graduates are interested in School Activities. The preferred types of activities are updates (81%), seminars (80%), social networking (78%) and job offers (76%).

Most graduates were interested in meeting every semester (55%), and a fair amount were interested in monthly meetings (25%).

After analyzing the survey results it was decided to promote contact with alumni in several ways:

A. A monthly newsletter, which includes:

- Invitations to the School Forum

- School seminar invitations

- Invitations to School events

- Notices about research materials that were published

- Notices about School publications

B. Information about job offers

Alumni who work in the public sector pass job openings to the School [which keeps an updated database]. According to alumni requests, information about the position is distributed to the relevant population.

C. Index of Alumni

In accordance with requests from this past year's alumni, an index of the graduates with their place of work will be distributed. The goal of this index is to promote employment contacts between the offices.

D. The School is examining the possibility of establishing an online social / professional network (in the LINKEDIN style)

Alumni integration in the labor market

Excellence Program

Students usually enter the public sector between the first and second year of the degree. In the second year, students take an average of 10 credits. The reduced amount of hours of study allows them to start working in the public sector. As seen below, the majority of graduates from the Excellence Program work in the field of

Public Policy. Given the variation in measurement methods between departments in the faculty, there have been no outstanding graduates students until the present time.

Integration of alumni into the Public sector and NGO

Excellence Program

First Year: Out of 15 students, 10 work in the field

Second Year: Out of 19 students, 11 work in the field

Third Year: Out of 17 students, 14 work in the field

Fourth Year: Out of 24 students, 19 work in the field

Fifth Year: Out of 18 students, 16 work in the field

Sixth Year: Out of 23 students, 13 work in the field

The cadets from the "Atidim" program that are accepted to the Excellence Program are all working in the civil service, and are committed to 5 years of service Out of all the students studying in the program until the present, seven have continued on to PhD studies at the School .Out of these, six were graduates of the Excellence Program and one was from the EXMPP.

The EXMPP

EXMPP students are currently employed. Some are promoted to senior positions during their time in the program or afterward. Number of students who continued to advanced studies: First year- one finished a thesis. Second year- one finished a thesis and began doctoral studies.

The PhD student program

The PhD graduates have fulfilled the School's vision of influencing public policy in academia and in practice, both among the country's elite and in the population at large. The School has 3 alumni: Dr. Anat Gofen-Sarig has joined the School as a lecturer and is a rising star in Israeli academia; Dr. Udi Nissan was recently appointed to be the Head of the Budgeting Department of the Treasury, one of the most crucial roles in the public sector. Dr. Itzik Dahan is teaching courses on leadership and public policy in a number of academic institutions in the center and the periphery of the country.

3.4.9 In summary, what are the strengths and weakness of the issues specified above?

Strengths

1. Highly successful in predicting the ability of students to graduate successfully as there is a very low dropout rate.
2. Most of the students find employment within the policy field, with an increasing number of them in influential positions. Thereby the programs largely meet the school's vision.
3. The PhD program has expanded faster than expected and a significant number of the Excellence program graduates have continued to the PhD level.

Weaknesses

1. The student body is diverse. However, the Arab sector and Ultra-Orthodox sector are still under-represented. The efforts to bring more Arab students to apply had only a limited success in the Excellence program, but greater success in the EXMPP. There have not been similar efforts to attract Ultra-Orthodox students, largely due to the lack of university graduates from an Ultra-Orthodox background.

2. Variety of evaluations among the members of the selection workshop. In the EXMPP a decision was made this past year to establish a committee to examine ways to improve the criteria. The Excellence Program will also examine the results of the committee.
3. Although most of the students complete their studies, the number of Excellence students who have not graduated in two years is large. The reason is the requirement that all students submit a thesis. Efforts to provide the students with additional resources and encouragement for an early beginning of the thesis, as well as setting deadlines, have been only partially successful.
4. Contact with the graduates is currently characterized mainly by updates about events at school and invitations to activities and events. As of yet no framework has been created to turn the school into a magnet for cooperation between practice and academia, discourse, action and consultation on policy.

The PhD student program

In summary, the strength of the PhD program has been the successful recruitment of a broad array of talented researchers, and the impressive achievements of the School's graduates to date. As noted above, along with the Social Science Faculty in general, the School is taking steps to ameliorate the weakness the isolation of research students. As the School continues to grow and mature, it is an organizational priority to advance the opportunities for doctoral students to work as teaching assistants and research assistants in key projects.

3.5. Human Resources
3.5.1. Teaching Staff

> **3.5.1.1.** Describe the profile of the program's teaching staff in the format of the tables 2a through 2d (pages 15-17). What are the areas of specialization of the staff versus the requirements of the study program? To what extent does the staff profile enable flexibility and dynamism within the program?

At present, the tenure-track faculty covers most of the areas seen as the core or the school's program. The school still lacks a tenure-track faculty member in the political-policy interface area, an additional public economist and an organization specialist. The school has also noted the lack of an expert in security policies and is actively seeking one. The present faculty has allowed the school to modify its programs, thereby demonstrating that it allows for sufficient flexibility and dynamism. This can be attributed to the background of most faculty members, which is discussed below.

> **3.5.1.2.** What specializations and skills (including experience and training) are required of the staff members teaching in the study program, including those who teach practical courses/practical training. Are their research areas related to the study program (e.g. do the staff members teach special courses that are related to their areas of research or to areas in which they have gained a reputation)?

The primary requirement of a faculty member is academic excellence. This is a general university requirement. A unique requirement of the School of Public Policy is connected to what happens **in practice** in public policy. As part of the School's vision about building professional leadership, staff members are required to be involved in the current field of public policy in Israel beyond the essential theoretical knowledge. Since the School seeks flexibility in research and teaching, the School looks for people with wide research areas.

The staff teaching has two components: mandatory and electives. The mandatory component does not usually connect directly to the instructor's current area of study, although it is usually related to their field of expertise. Research subjects are relevant in these lectures; the lecturer uses examples and test cases that he presents. In the elective courses it is accepted that the faculty professors lecture on their research topics.

> **3.5.1.3.** What steps are taken to ensure that staff members are updated,

academically and professionally, with regard to the program?

All faculty members are notified, and consulted, on all major changes in the program. All the faculty members keep abreast of their respective fields as part of their regular academic development and research.

3.5.1.4. What are the rules, criteria and procedures for appointing the head of the study program and the staff, including tenure and promotion, the standard duration of service at each position, renewal of appointment in elected positions and dismissals? Are you satisfied with these procedures?

Excellence Program

As the school is a young and still developing school the Head of the School served as the Head of the Excellence Program up to this year. As of this year the most experienced faculty members were appointed as heads of the programs.

The EXMPP

The Head of the School appoints the Head of the Program. The Head of the Program then recruits the needed faculty. Since it is an executive program, most of the teachers are employed as external lecturers and therefore questions of tenure and promotion are irrelevant.

3.5.1.5. What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position?

The Heads of both programs are responsible for all of the academic aspects of the program, this includes:
- Construction of the program and updating it according to the lessons learned from previous classes,
- Recruiting faculty,
-Decisions regarding acceptance and participation in the admissions processes and actually sorting through candidates,
-Supervision of the teaching quality,
-Accompaniment of lecturers and students,
-Preparing feedback as needed,
-Plans to develop the program both in the short and long term,
-Building continuing frameworks for the program and establishing contact with alumni.

As in all departments the head of a program is required to be a tenure-track member of the faculty. Ideally, s/he would be already tenured. However, given the fact that most faculty members in the school are still not tenured (a situation that will hopefully change within the next two years) at present also untenured faculty may serve as head of a program.

3.5.1.6. How is full employment defined in the institution for senior and junior staff, and how many hours are they required to teach in each of the study programs?

- Tenure-Track faculty members in the Faculty of Social Science teach 12 annual credits, i.e., six teaching hours a week per semester.
- Clinical faculty members (50% position) teach 8 annual credits.
- External teaching staff may teach one or two courses per semester (2-4 credits) and up to 8 credits per academic year.
- Teaching assistants (PhD students) may tutor up to 22 weekly hours or give classroom lectures up to 8 weekly hours (full-time position).
- Teaching assistants (MA students) may tutor up to 18 weekly hours (half-time position).
- In the EXMPP lecturers are employed as external lecturers and are not defined by positions.

3.5.1.7. Are staff members obliged to serve as advisors for final projects, theses and dissertations? Are there criteria for assigning advisors to the above-mentioned papers and projects?

Academic stuff members are expected to serve as advisors for final projects, theses and dissertations as part of their routine activity. In fact there are no cases of refusal. Once a faculty member agrees to serve as a thesis advisor, he/she is obligated to see the student through to the end of his/her degree.

There are no formal criteria for assigning advisors. Rather assigning is done on a volunteer basis. In addition, the school recommends cooperation with advisors from other departments and institutions.

3.5.1.8. What is the policy regarding recruiting and absorbing teaching staff (senior as well as junior) and what are the plans for the future recruitment to the study program? How are these plans made and by whom?

Faculty members are recruited according to the school's development plan, which is approved by the Academic Committee. The academic committee also scrutinizes the candidates in a two-level process (short-listing those that meet the minimal academic level and the school's development plan, followed by an in-depth discussion based on recommendation letters and the reading of the candidates' publications, as well as job talks where possible). The candidates advanced by the school are then evaluated by the Social Science Faculty's development committee (which evaluates all proposed candidates in the faculty) and are approved by the Rector and President. Most of the school's faculty are required to hold a joint position with other departments.

Adjunct faculty are recruited according to needs in specific courses. The school's head has recruited most of these faculty members. They are evaluated annually on the basis of student evaluations and reactions. Overall, most of these

faculty members currently teaching have taught for a number of years, following a trial and error approach that the school took in previous years.

Teaching assistants are chosen by the course instructors according to their background and perceived teaching abilities (if they are asked to present frontal exercises).

3.5.2.   Technical and administrative staff

Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?

The administrative staff of the School of Public Policy is comprised of two permanent positions and five temporary positions.

The two permanent positions are:
1. Administrative manager of the School – full-time position, Drora Bardichev.
2. Coordinator for Students and Academic Affairs for the Excellence Program and the *"Atidim"* program – full-time position, Ofra Toren-Commere.

The five temporary positions are:
3. EXMPP administrator– full-time position, Yifat Cohen-Hadad.
4. Secretary for student affairs in the EXMPP– 3/4-time position, Chaim Avital.
5. Secretary of student affairs for the Excellence Program and *"Atidim"* – full-time position, Agnes Goren.
6. Secretary of Finances – half-time position, Tal Slater.
7. Assistant to the Head of the Shasha Center – 3/4-time position, Sarit Felber.

These are the responsibilities of every position holder:
1. Administrative manager of the School
- General management of the School and the working staff.
- The physical structure of the School, distributing rooms for the staff, furniture, computers and telephonic communications.
- Management of the School's budget, preparations of budget proposals and the submission of annual performance reports.
- Program construction for the teaching assistants of the advanced programs and *"Atidim."*
- Professional guidance for the School's junior staff.
- Distribution and reports of student scholarships.
- Ceremonies and evening seminars.
- Attention to managerial issues in conjunction with university authorities.
- Publicity and marketing.

2. Coordinator for Students and Academic Affairs for the Excellence Program and the *"Atidim"* program:
- Organization of topics for the Excellence Program and *"Atidim",* building syllabi and entering data into the computer;
- Organization and participation in school committee meetings relating to teaching and student affairs.

- Enlistment of students to the advanced program, organization of student admissions.
- Advising students regarding their study program, responsibilities and completion of their degrees.
- Updates of the School website and mailing;
- Help with event planning, seminars and meetings.
- Advertisement of the School.

3. EXMPP Administrator
- Administering and managing communications with external institutions relating to promotion and development of the program.
- Marketing of the program, advertisement and enlistment of students.
- Organization of activities and student admissions to the program.
- Scheduling and courses, overall management of the curriculum.
- Reports regarding salary payments to teachers in the program.
- Direct and constant connection with students and teachers in the program.

4. Secretary for student affairs in the EXMPP program
- Response to those interested in the program and assistance in student enlistment.
- Student registration and admissions.
- Updating study programs and acceptance forms.
- Exams and the publication of grades.
- Assistance in organization of seminars, meetings and events.
- Supervision and tracking of budget funds, following spending.
- Assistance in the daily management of the program;
- Photocopying study materials for students in the program.

5. Secretary of student affairs for the Excellence Program and "Atidim"
- Reception, telephone and e-mail communications for students and staff members.
- Provides information to those interested in the Excellence Program.
- Student registration and admissions process
- Exams and publication of grades for the Excellence Program and *"Atidim."*
- Managing the Head's calendar and meetings.
- Booking rooms for courses.
- Photocopying and duplicating study material.
- Assistance in organization of meetings and seminars.

6. Secretary of finances
- Execution of payment.
- Execution of acquisitions.
- Price assessments from providers.
- Managing petty cash.

7. Assistant to the Head of the Shasha Center
- Managing the Center's budget planning and supervision of income and spending.

- Organization of meetings and seminars.
- Assistance to the Head in all of the Center's affairs.
- Advertisement
- Initiating and maintaining cooperation with external institutions.
- Attending to internal issues: equipment, rooms, computers, payments, etc.

3.5.3. In summary, what are the points of strength and weakness of the human resources (teaching staff, technical and administrative staff)?

The Faculty areas of research are varied, giving students exposure to a rich spectrum within public policy. As most of the faculty is young the program is very dynamic and there is a readiness on the part of the faculty members to adjust their teaching to the school's requirements. The School also enjoys a highly experienced and very dedicated administrative staff, which has received many accolades. Many of the faculty members are involved in public issues, thereby bringing their experience into the classroom. Adjunct faculty adds much in this respect.

The School's main weakness is the lack of senior faculty. As a result leadership positions have been manned by faculty from other departments (mainly geography and political science). Also the small size of the faculty limits the number of areas of research and teaching. The lack of expertise in security issues is particularly poignant in the Israeli case.

Employment of lecturers in the EXMPP program as external lecturers allows flexibility in choosing the lecturer and matching them to the learning requirements. On the other hand difficulties arise in future commitment to the program, the creation of a cohesive staff, and in recruiting teachers, as the working conditions do not provide a permanent position or tenure.

Strengths and weaknesses of the administrative staff

Strengths: Three of the administrative staff members have a master's degree, three have a bachelor's degree and one is without a degree, all of the staff members are highly professional employees, all of whom are responsible and have a very high personal commitment and are dedicated to their role as well as to the School's vision and goals.

Weaknesses: The school administrative staff includes 7 staff positions. Out of these only 2 positions are permanent, that of the Administrative Director and the Coordinator for Students and Academic Affairs for the Excellence Program. All other jobs are temporary, a fact that may cause instability in the administrative manpower due to the employees' desire to in permanent positions.

Despite the advanced education of many in the administrative staff, the ranks are low in relation to people's role and scope of the work requirements, and again, this fact may cause instability due to frustration that results from a relatively low wage compared to the investment at work.

3.6 Infrastructure

Note: In this chapter, describe the overall physical infrastructure that serves the unit and the study program under evaluation. To what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

3.6.1 Administration

3.6.1.1 What is the physical location of the unit in the institution, in which building is it located, and where does the study program under evaluation operate? Do other study programs share the building?

The School of Public Policy Studies is located in the Mexico Wing for Policy Studies in bloc 7, (gush 7) in the Humanities building. The School's premises are located on the first floor and houses three additional programs; the Gilo Center for Civil Education and Democracy, the Schwartz Center for Conflict Studies as well as the European Studies Program.

3.6.1.2 What is the location of the secretariat/administration of the parent unit? Does the study program under evaluation have a separate secretariat?

The School's secretariat is located in the Mexico Wing for Policy Studies and has two parts. One part is the general secretariat for the School, the Excellence Program and "Atidim." There is a separate secretariat for the EXMPP program managers.

3.6.1.3 How many rooms serve the academic staff (senior, junior and external) and technical staff of the program, and what equipment is available in each room?

Available to the faculty of the School are 18 rooms including 9 rooms for faculty teachers, 2 teaching assistants rooms, 3 rooms for research students and 4 rooms for external faculty. The administrative staff has 8 rooms.

3.6.2 Classes

3.6.2.1 How many classrooms, seminar rooms, rooms for group activities, and auditoria serve the study program, how many seats do they have, and what is the equipment can in each room /classroom/auditorium (including reference to the possibility of using personal laptop computers on campus).

The School has 3 classrooms that the school has priority over, if the School is not using them other departments of the Faculty teach courses there.
No. seats in classrooms: 28, 36, 56.
Each classroom is a "smart classroom" that includes: a smart table for the teacher equipped with a computer, a slide projector, DVD, video, laptop connection, Barco and microphone. Students have laptop connections.
In addition, seminar classrooms contain 24 places and are equipped with a smart table and Barco.

3.6.2.2 Do the parent unit and study program have access to additional facilities for special purposes, e.g. conference rooms, study centres, research centres and meeting rooms? If teaching activities take place outside the campus, please specify which activities and the frameworks in which they are carried out.

The school has a small conference room with 12 seats. The Mexico Wing has 2 sitting areas for staff and students.

3.6.3 Computerization
3.6.3.1 Please specify the institutional and unit computer lay-out, and how it serves the parent unit and the study program.

The institutional computer system consists of two administrative departments - The Computing, Information and Communications Authority and the Department of Information Systems. These departments centrally handle the computing infrastructure, the central servers (web servers, email, library catalog, files, information systems, E-Learning, video), the administrative information systems, backups, information security, computing farms and public libraries, wireless media, and a variety of additional computing services.

The institutional system works under the principle to gear whole infrastructure for the benefit of teaching, both fiscal and operational, while providing quality service to students and teachers, so that academic units will not be required to cope with this burden and be able to focus on academic activities. Some of the units operate computing adapters to support faculty end-stations and in unit activities. These adapters also rely on the institutional system.

Mount Scopus has two computer centers (farms) that are available to students, with approximately 430 computers for student use. At both centers eight computer classes are available to faculty teaching classes. Besides the computers in the farms there are approximately 400 additional computers in 25 different compounds: open areas, classroom computer units, public positions in libraries, aside from the centers. The Campus operated over 20 public printers in the centers and in the various compounds for student use.

The computers include Microsoft office software, Internet, email, statistical software (SAS, SPSS, Jump), access to the library catalog and databases, academic press, and access to Highlearn.

Classrooms in the computer farms have infrastructure that enables the teacher to "broadcast" what's being done on his computer screen to the screens of the students' computer to demonstrate the materials being taught.

 Detailed information about student computing on Mount Scopus is available at the following site - Http://msfarms.huji.ac.il

3.6.3.2 How many computer labs serve the students in the program, and how many computers are there in each lab? Specify the existing hardware and

> **software, and state if it includes special hardware and/or software.**

The school has a computer classroom with 7 computer stations for students. The computers are equipped with the following software: Microsoft Office, SPSS SAS, Internet connection and access to personal files of students registered to the University network.

3.6.4 Laboratories
> **What laboratories serve the program, who makes use of them, how are they equipped, and how many seats do they have?**

The programs don't need laboratories.

3.6.5 Library and Information Technology (IT)
> **3.6.5.1 Describe the library, which serves the students and the teaching staff of the study program: location, physical structure, number of titles according to subjects, journals and e-journals, computerised databases, number of obligatory books relative to the number of students, opening hours, number of seats, number of computers, the library's professional staff and their qualifications. To what extent do the students receive assistance and guidance in the library, the ability of students and teaching staff to use the databases from outside the library? Specify likewise the policy guiding the purchase of material for the library: who make the decisions with regard to the purchase of books, journals, computerised databases etc. and based on which recommendations/requirements, what are the procedures for updating the library, is there a clear and well-defined budget for the library?**

Introduction

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

Building Facility

The library's five-story building is located in the center of the Mt. Scopus campus, lodged between the buildings of the Faculties of Humanities and Social Sciences. The 3rd (entrance) floor's Berel and Agnes Ginges Library Information Center includes modern study spaces for individuals and groups, with wireless connections for personal laptops, up to date computer workstations, study rooms for small groups, a seminar room and a library classroom. The 3rd floor also contains the

Reference and Circulation Departments, Periodicals Reading Room and the Administrative offices.

The Acquisition and Cataloging Department are located on the 4th floor.

The lower level houses the Photocopy Service and storage facilities.

The Reading Rooms, on floors 2, 4 and 5, accommodate book collections shelved according to various fields of study. Subject specialists' offices adjoin the corresponding Reading Rooms. Each Reading Room measures approximately 3,000 square meters.

A modern Media Department houses the music, audio and video collections on the 2nd floor.

The Map Collection, located in the Social Sciences building, includes sheet and wall maps, atlases, etc.

In addition to other services, we offer teachers and students four seminar rooms and four "smart" classrooms equipped with the latest in audio-visual and computer facilities. The Collection

566,665 cataloged titles, including:

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

Required Reading for Courses

The Reserved Reading Collection is updated every semester. It includes textbooks and a database of scanned articles and digitized music based on the required reading lists of the teachers. If a title is on the required reading list the library usually provides an item for every 30 students (the correlation can be changed in case of need). This year there are 5,760 books and 6,751 scanned articles on reserve. Access to the on-line database of scanned materials is open to students only after logging in with their personal identification code.

Circulation Services

The majority of monographs are circulated, and each patron may borrow up to 50 books simultaneously. There are approximately 3,400 circulation transactions on an average day during the school year. The patrons themselves can enter hold requests into the system. Daily renewals are performed automatically by the Aleph500 system after checking that there are no requests for an item or problems with a reader. Materials unavailable in our collection may be obtained for a fee by inter-library loan from Israeli libraries and from abroad. This service handles annually about 4,300 requests for articles and books.

Library Hours

During the school year:
Sun.-Wed. 9:00-22:00
Thurs. 9:00-19:00

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

Seating Capacity

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

Computer Stations and Printing Services

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

Library Staff

The library staff is comprised of 36 librarians (28 tenured positions), one computer specialist, one technical assistant, and one administrative assistant. The library also employs student assistants, approximately 56,000 hours annually. All librarians have academic degrees in library science and in the fields of humanities and social sciences, and several have advanced degrees. Our librarians are fluent in many languages, which is necessary to serve our researchers. There is a subject specialist for each area of study covered by the library. Our librarians are active in both inter- and intra-university forums, publish in professional journals, lecture at conferences, and have served as chairpersons of national committees.

Library Instruction and Reference Services

The main reference desk, providing professional face-to-face assistance during all library opening hours, is located on the entrance floor. General guidance during the busier hours is also provided in the three additional Reading Rooms. Individual help can be obtained from a relevant subject specialist librarian by e-mail, by phone or through appointment.

Library orientation sessions are offered to new students at the beginning of each semester by our reference staff. These include tours of the library facilities and explanations on the use of the OPAC. There are specialized instruction classes coordinated by subject specialist librarians and teachers keyed to particular course subjects. In-depth training is given to acquaint students with the databases, digital materials and reference tools in their fields of study. Special guidance on library resources and adaptive technologies is given to disabled students.

The Reference Department team has produced a number of YouTube training videos on library resources - linked to our homepage and accessible from any computer.

Library Homepage

The library homepage (www.mslib.huji.ac.il) is arranged to help the student or researcher find material in his subject area. There are general pages on "How to find…" and pages devoted to specific study areas (e.g. philosophy, music(. Each page has explanations about materials and links to on-line resources. A detailed database page offers descriptions of each of our 200+ databases. All pages are in both English and Hebrew. Any patron who is in need of help can reach a librarian directly from the homepage and will receive a reply by email.

Access to Electronic Resources

Students, teachers and researchers can access most of the electronic journals and databases from any computer that is connected to the university network on campus or from home. They can access electronic resources from home or dorms by entering a personal identification code. This means that our electronic collection is accessible 24/7 to the entire Hebrew University community.

Collection Development

At the beginning of each academic year the Library Authority allocates an acquisitions budget to each individual faculty. Each Faculty Library Committee, whose members are appointed by the Dean, meets and decides on the division of the budget among the many departments and fields of study in the faculty. Part of the budget is for journal and database subscriptions. The remaining budget is for monographs and non-book materials.

Subscriptions are acquired in cooperation with other libraries in the Hebrew University, as well as through Malmad (The Israel Center for Digital Information Services). Subscriptions to new databases are approved only after a trial period has been made available to the librarians, researchers and teachers who are requested to give their evaluation. The collection development is a joint effort of librarians and faculty members. Annually, heads of departments appoint a department member who coordinates acquisition requests with the library. Selections are made from required reading lists, teachers' recommendations, publishers' catalogs, professional publications and on-line resources. Financial donations and book gifts help us to enrich the collection.

3.6.5.2 Do the institution and the study program take steps to enable the convenient access of the students with special needs to the study material and the different facilities, e.g. classrooms, laboratories, library? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

There are a number of facilities available for Hebrew University students with special needs. A detailed list of these facilities follows. This description is available for students on the Internet (Hebrew University homepage http://www.huji.ac.il/ and click on Information for Students – Dean of Students Office or direct link: http://studean.huji.ac.il/).

- Students with physical disabilities: In 2003 the Hebrew University began implementing a long-range plan to render all campuses accessible to students with physical disabilities. Currently, construction has been completed at the Mt. Scopus campus, where appropriate pathways and elevators were added to accommodate wheelchairs and enable handicapped students access to public facilities, lecture halls, seminar rooms, laboratories, computer facilities, libraries, toilet facilities, cafeterias etc. The plan will be extended to other campuses when funds become available.

- Students with learning disabilities: Professional personnel provide individual and group counselling and tutoring for students with various types of learning disabilities. The university provides a unique learning environment, which is aimed at helping learning-disabled students maximize their academic achievements.

- Blind students and students with impaired vision: The HU houses a unique study Center for blind students and students with impaired vision. The Center provides sophisticated instrumentation, including an audio library and specially designed computers, which are available, both at the Center and on long-term loans for home and classroom use. All computer facilities are equipped with special software programs. Private tutoring is available both for academic needs and orientation around the campus.

- Students with hearing disabilities: Special audio equipment is available for long-term loan. If needed, tutors, photocopies of study material and other aids are provided. Several lecture halls on Mt. Scopus are equipped with special hearing aids.

- Psychological counselling: Counselling by experienced personnel is available on all campuses for HU students requiring help with personal crises.

- The Computer Centers on the Mount Scopus campus are accessible to physically handicapped people. The main computer center is equipped with a stair lift, and there is a direct passage between the main computer center and the center for the blind. In the second computer center, which is situated on one floor, there is a ramp, which leads from the entrance to the computer area. Also, there is direct access to the center from a parking lot. All the computers at both of the Mount Scopus computer centers are equipped with special software to assist students with disabilities. Zoom Text is a program to assist vision-impaired students.

Please Read enables the computer to read the text aloud. A Word tool called Dyslexia contains special editing features for dyslexic students.

- In the Central Library of the Mount Scopus campus, all areas are accessible to the handicapped by ramps and elevators. A new worksite for people with disabilities is located in the reference department.

- Students in reserve duty: Students called up for reserve military service during the academic year are provided with assistance to bridge the gap of missed class hours (flexibility regarding deadlines, authorization for additional dates for examinations, and coupons for photocopying class notes).

All Public Policy students may benefit from the various facilities provided by the university, as most of the facilities listed above are available at the Mt. Scopus campus.

3.6.5.3 In summary, what are the points of strength and weakness of the physical infrastructure?

There is a shortage of rooms on the School's premises for faculty members. In accordance with the School's Development Program additional faculty should be absorbed and currently all faculty rooms are staffed. Also, in the coming years the number of research students will grow, at the present time there is difficultly allowing research students to sit and work in the School. The problem also exists for guest lecturers or guest researchers who come to the School for a period of time, as the School is unable to host them in the existing structure.

As mentioned above, The Mexico Policy Wing has 3 small classrooms that serve the School for all 3 of its programs and the other programs that exist in the structure. Because the School's curricula is concentrated around 2 days of study, there is a shortage of classrooms. Occasionally, because of the full occupancy of the classrooms classes are taught in other faculty classrooms that are very distant from the School.

CHAPTER 4: RESEARCH

Introduction

As noted the mission of the school is to create an environment that emphasizes scholarship and excellence in the realm of public policy. The School makes an effort to differentiate itself from other academic programs by encouraging students to produce top quality scientific research, the School implements this is practice by having all students submit an M.A. thesis, thereby promoting public policy studies. Faculty members are also required to be involved in academic research.

The School of Public Policy contains outstanding faculty with a broad range of research interests, this is reflected by the impressive spectrum of publications across the disciplines that comprise public policy. However, it is quite misleading to describe the quantity or quality of academic research merely by a single measure. That is, even for the purpose of competition, it is necessary to use multiple measures, which, in combination, can provide a relatively complete picture.

In this section, we review the research performed at the school through the following perspectives:
   a. Research by faculty members (see table 4.1)
   b. Publications by faculty members
   c. Research collaborations
   d. Editorial contributions
   e. Research by students
   f. Research carried out by the Shasha Center for Strategic Studies
   g. Research grants

A. Research by faculty members.

As is commonly the case in academic institutions, faculty members are expected to produce innovative research of publishable quality. The School of Public Policy is involved in many new integrated and emerging areas of research.

Research activities can be classified in numerous ways. One concept being the focus of study and a second, more relevant classification is based on the division between basic and applied research. In most universities, both types can be found. However, in most research organizations there is a distinction between the two. Schools of public policy seem to be geared towards applied research, as is the case at the Federmann School of Public Policy at the Hebrew University

The fact that many of the faculty members hold joint appointments (in two departments) contributes to a broad range of research activities. The nature of the research includes cooperation between the different ranks of the School who work independently and in conjunction with one another. The School of Public Policy, by virtue of its multidisciplinary nature, encourages both strands of research. This is the case not only within the School, but also in cases of cooperation between various bodies within the University (e.g. Social Work, Economics, Geography, etc.) and even amongst different research organizations (e.g. government ministries, The Van Leer Institute, The Jerusalem Institute for Israel Studies, etc.).

Below is a table listing the research interests of the School's faculty in the 2008/9 academic year as well as their departmental affiliation.

Research Interests
Table 4.1

Name	Major research area	Departmental Affiliation
Galit Cohen-Blankshtain	The city and new information Technologies (ICT), transport policy, urban policy, public participation in policy processes, environmental policy.	**Geography and PP***
Margit Cohn	Law and Policy Regulation Judicial Activism	**Law School and PP**
Momi Dahan	Economics, Public Economics, Public Financing, PP, Inequality	**PP full time**
Eran Feitelson	Transportation Politics Environment PP	**Geography and PP**
David Levi-Faur	Comparative International Development Regulation PP	**Political Science**
Anat Gofen	Social Breakthroughs, Intergenerational Mobility, Educational Policy, Policy Analysis, Mixed Research Method, Pedagogic of Policy Science.	**PP full Time**
Ilan Salomon	Travel behavior; Transportation policy; Environmental policy; Telecommunications, Transportation and urban issues.	**Geography and PP**
Raanan Sulitziano-Kenan	Judgment and Decision Making (JDM) Crisis Management Public Policy	**Political Science and PP**
Daniel Sperling	Medical PP Medical Ethics Justice and Equality in Health Policy	**Public Health and PP**
Gadi Taub	Israeli Culture and Sociology PP	**Communications and PP**

* Public Policy

B. Publications by Faculty.

As many of the faculty members hold joint appointments the research interests of the School's faculty spans the policy aspects of a variety of topics, which the School integrates under its auspices.

Unlike research areas such as law and economics, both of which areas that are very much policy oriented, the diversity of titles prevents a clear and concise distinction for a qualitative evaluation of ranking. However our faculty members do publish in journals that have a clear disposition towards policy, among many other journal publications, as seen in the journals listed below, all of which are clearly policy oriented.

1. Public Law
2. International Journal of Public Administration,
3. Journal of European Public Policy,
4. Governance,
5. Policy and Society
6. Policy Studies Journal,
7. Transportation Research Part A: Policy and Practice,
8. Journal of Health Care Law & Policy,
9. Policy & Politics,
10. Public Administration,
11. Journal of Public Administration Research and Theory
12. Health Policy

For an extensive list of publications by faculty members, see the list of publications for the past five years in appendix 1

C. Research Collaborations

The School of Public Policy collaborates with renowned scientists affiliated with universities and governments around the world. Notable collaborations include joint papers and conferences (See Appendix for a list). The types of collaborations fall under three categories, collaborations initiated by the School, collaborations originating from individual faculty members and the Shasha center collaborations. Examples of collaborations can be found in appendix 2.
There is a strong incentive for faculty members to develop research collaboration projects with colleagues in Israel and abroad.
The most recent large-scale collaboration (November 2009) involved gathering transportation analysts from Europe and the United States to discuss the future of Israeli rail systems and their environmental impact.

D. Editorial Contributions

Margit Cohn:
Co-Editor, *Israel Law Review*, 2006/7 – 2007/8
David Levi- Faur
Editorial Boards of academic journals:
Founding Editor, *Regulation & Governance* [Wiley-Blackwell]
Member of the Board of "Global Governance" (2007-)

E. Research by students

Typically, university students are exempt from performing independent research work. Their role is usually limited to the development of papers that are not necessarily original in scope or in methodology. However, the approach adopted by the School is distinctive, as we encourage the students in the Excellence Program to develop original research and to publish it. These publications are published by the School under the "Orange Series." The Orange Series holds to date seven publications, several of which were rather influential in the public arena. Specifically, we note the following two papers: " Frogs and Princesses in the Swamp of Political-Bureaucracy: The Fate of Attractive Political Programs" by Yaron Toren and "The fiscal impact of Ethiopian immigrant absorption in Israel " by Sagi Balasha (for the full list and content see
 http://public-policy.huji.ac.il/eng/pub.asp?cat=106&in=0).

Students also write political strategy papers (for example: "Implementing a tax on the stock market" by doctoral candidate Jenny Oser, "Privatizing prisons in Israel" by Lior Nuriel and "Strategic consulting regarding affirmative action" by Roye Folkman). As of 2009 three students completed their doctoral studies. Currently there are 16 doctoral candidates engaged in their studies though the School. (See table 3 in the Appendix)

In order to encourage students to further pursue their studies, the school promoted an initiative to give grants to research students. After considerable debate and deliberation, it proved efficient to award financial assistance to the leading students in their second year of studies. Please see section 3.4.7

 A School Newsletter publicizes ideas in public policy that originate in the school. In other words, this publication is used to popularize the research done at the school and raise awareness and curiosity about key issues in the public arena. Graduate students do editing work; the newsletter is distributed to government offices and NGOs and is also available on the internet (http://public-policy.huji.ac.il/pub.asp?cat=312).

The School publishes several series that are color coded according to content. The Red Series is devoted to the crop of research carried out by the Shasha Center for Strategic Studies. Faculty members contribute to the Blue Series, and the Orange

Series features research papers by graduate students. All of the series are distributed to a wide spectrum of policy makers and are available in digital form to the general public through the internet (http://public-policy.huji.ac.il/eng/pub.asp?cat=181).

Faculty member requirements to serve as advisers
All faculty members are expected to serve as advisors to students who are writing theses. Faculty members see the student through the research process until the completion of their work.

F. Research carried out by the Shasha Center for Strategic Research

The center was opened at 2003 and since then, it has been involved in several major endeavors**:**

1. A research project that focused on ways and means of generating viable change in the role of women in Muslim society. The research group, which included Muslim researchers, acted under very difficult political and security conditions; every meeting necessitated intricate coordination with military authorities to permit movement. In order to permit free discussions for the entire group, it was convened abroad in London, UK; this also entailed sensitive contacts that enabled all to assemble in an ideal physical, mental and social climate. The papers produced by the group, the report of the London workshop, are attached.

2. An inter-disciplinary research group led by Professor Shlomo Hasson is now engaged in a wide-reaching endeavor to list and analyze the factors that must be considered in determining the permanent borders of the State of Israel. In fact, this is a euphemism "hiding" an attempt to chart the final contours of true and durable borders between Israel and the Palestinians to be utilized by policy makers. The scope of this research undertaking will necessitate an outlay of at least sixty thousand US dollars; the funding has been assured.

3. Utilization of Health Technologies- The research focused on the subject of relating national health goals with resource allocation decision-making; illustrated through an examination of the Israeli healthcare system. The research was published in the prestigious academic journal- *"Health Policy"*.

4. Legal Culture in Israel: Law enforcement in the light of Israeli social behavior.
The research examined the attitudes of the Israeli public, divided into sectors, through the years 2000-2009 with conclusions based on statistical findings.

G. Research Grants

Galit Cohen-Blankshtain

2008	The Levi Eshkol Institute for Social, Economic and political Research in Israel,"Company car at the park-and ride parking lot", 9,000 NIS
2006	The Levi Eshkol Institute for Social, Economic and political Research in Israel, "Master Plan for Isawiyah, $1,500".
2005-2007	The Tami Steinmetz Center for Peace Research: "Initiating a new master plan for Isawiyah: participation process of excluded community in a divided city", 20,000 NIS
2004-2005	The Minerva Center for Human Rights: "Master Plan for Isawiyah." $7,000.

Momi Dahan

2008	Falk Institute ($5,000)
2006	Falk Institute ($5,000)
2005-6	The Israeli Water Authority ($50,000)
2004-5	Minerva Center for Human Rights ($4,000)

David Levi Faur

2007-9	Strategies of Food Advertisement: Policy Options and Regulatory Instruments (95,000 Shekels; The Israel National Institute for Health Policy and Health Services Research)
2007	Leonard Davis Institute, the Hebrew University, Jerusalem (5,000 US$)
2005-7	Israeli Science Foundation, No. 196/05 "Regulatory Capitalism: The Diffusion of Reforms in the Telecoms and Electricity Industries" (about $US 40,000)
2005	Chaim Herzog Institute, Tel Aviv University (with Hany Comanshter) on Israeli Media and Communication Regulation (4000 US).
2004	Researcher under project leader (Carlos Rameo). Project: "The Transformation of the Latin American State: New Directions and Regulatory Reforms", Ministerio de Educación y Cultura (Spain) (SEC 2004/3358) (€105,000).

Anat Gofen

2009	Council for Higher Education, The Integration of Arabs in Higher Education, $5,000
2009	The Shaine Center for Research in Social Sciences, The Department of Sociology and Anthropology, Hebrew University, Exit, Voice and Do-it-yourself $ 1,500
2008	Yad Hanadiv, Academic Career among Women in Sciences, $40,000.
2006-2008	Federmann School of Public Policy, Post Graduate Grant
2006	The Shaine Center for Research in Social Sciences, The Department of Sociology and Anthropology, Hebrew University, Family Capital $ 1,500

Ilan Salomon

2005	*NETA (Urban Transport Routes- Tel-Aviv Light Rail Project).* Literature review on the land-use impacts of mass transit. 120,000 NIS (New Israeli shekels). November 2004 - October 2005.
2005	*Israel Ministry of Transport.* Development of a Sustainable Transport Policy. 43,000 NIS. March 2005 – November 2005.
2002	*European Union.* POET: Prediction of E-economy impacts on Transport. 55,800 Euros, start February 2002.
2001-2002	*U. S. Department of Transportation Region Nine Transportation Center.* Telecommuting over the Long Term: Patterns of Engagement and Impacts on Residential Location (with Mokhtarian). $51,138, August 2001 - July 2002.
2001	*Hebrew University.* Congestion problems in transit. $2,400, start January 2001.
2000-2001	*U. S. Department of Transportation Region Nine Transportation Center.* The Impact of Attitudes toward Mobility, Adoption of Previous Strategies, and Demographic Characteristics on Responses to Congestion (with Mokhtarian). $52,782, August 2000 -

	July 2001.
1998-2000	*Daimler-Benz.* Is there a Drive to Travel? (with Mokhtarian) $36,000, December 1998 - September 1999. $27,000, December 1999 - December 2000.
1997-1999	*U. S. Department of Transportation Region Nine Transportation Center.* Is Accessibility the Solution for All? Segmenting the Market for Mobility and Accessibility Policies (with Mokhtarian). Year 1, $79,850, August 1997 - July 1998; Year 2, $71,240 direct ($98,966 total), August 1998 - July 1999.

Daniel Sperling

2010	Soroka University Medical Center Research Grant (4500$)
2009	Faculty member grant, The Levi Eshkol Institute for Social, Economic and Political Research in Israel
2006	Canada Institutes for Health Research Fellowship (18,000$) Lady Davis Graduate Fellowship (12,000$)
2004-2005	Canada Institutes for Health Research Fellowship (18,000$) The Lucille Norris Graduate Fellowship (2,500$) Strauss Fellowship in Law & Biotechnology (3,000$) Kenneth Lindsay Scholarship Grant (2,160$)
2004	International Human Rights Program Faculty-Funded Internship (5,700$)

Summary and Conclusion: Research Outlook and Future Plans

Since the School's inauguration in 2002 we have strived to produce the highest quality research for the purpose of feeding the public policy process within Israel and abroad, utilizing collaborations and publications as distribution mechanisms. This effort was accepted and supported by all of the individual faculty members in the School. The effort is successful on the part of the faculty's research activity; however,

we were less successful in promoting high-class independent research carried out by students.

Under the leadership of Prof. Eran Feitelson, former head of the School, it was decided that each student is required to develop an M.A. level policy-relevant thesis. The School is trying to make a serious effort to encourage students to complete their M.A., especially in light of the fact that over the last 8 years, only 54 students have submitted their theses and obtained their M.A., while 58 students have not submitted thesis work despite completing all of their course requirements and receiving much encouragement and date flexibility from the School. On the other hand, the School faculty members are currently supervising 16 PhD. theses, all on policy relevant topics.

In the future, the School will continue to work toward achieving its stated mission of attracting gifted and motivated students and provide them with the best tools possible to improve and professionalize the civil service and transform decision-making in Israel. We have already achieved much towards this goal and we are constantly updating the program according to the feedback we receive from both faculty, students and other key figures involved in the program (e.g. Mr. Ran Cohen and Mr. Reuven Merhav, important public figures). The School also aims to become a center of excellence in policy research, to this end we already boast our own publication series and have held successful conferences and seminars that attract leading specialists from around the world (e.g. the OECD research team working on an assessment for Israel's role in the OECD). The faculty hired have proved to be active in the public policy field and the School commits itself to the highest standards of academic excellence in all future faculty recruitment.

Another concept which the School has adopted and integrated is that of synergy, the school is very much devoted to the idea that its different branches combine to form a more complete entity then any one of its parts alone. This is apparent in the fact that the Federmann School of Public Policy is an umbrella for several different programs that operate simultaneously and in conjunction with each other. These separate tracks combine to address the different current needs in the field of public policy. The EXMPP program serves to professionalize current civil servants and upgrade their work and give them motivation to change and lead public policy, while the Excellence Program trains leaders for the future who embody research values.

Chapter 5 - The Self-Evaluation Process, Summary and Conclusions

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

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

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

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

5.3 Describe the methods used by the parent unit and the study program in its self-evaluation process, and what are your

conclusions with regard both to the methods/the way it was performed and to its results?

The School of Public Policy formed a team of faculty members, headed by Prof. Ilan Salomon and with participation of Gilad Malach (PhD student in the school), to perform the evaluation and write the report. To collect data for the various questions about the academic staff, we conducted a survey among all teachers of the department, including a structured CV and questions about research and teaching activity, other academic activities, research interests, and lab space, and a request to fill out a structured table for each course they teach and translate their course syllabi and reading lists into English. With the invaluable assistance of the School administrative staff, Mrs. Drora Bardichev, Mrs. Ofra Commere-Toren, Mrs. Yifat Cohen-Haddad and Mr. Chaim Avital and the help of the Faculty and the University, we collected the administrative information required for this report. Special assistant for the project was Ms. Rachel Singer. For an updated data about the PhD program we used the help of our PhD students Mrs. Jennifer Oser and Mrs. Ilana Shpaizman. The involvement of our academic and administrative staff in preparing the report is of much value as it increases the sense of unity and common fate.

Preparing the report served as an incentive for the School to gather a great deal of information (about courses, teaching programs, students supervision, grants, lists of faculty members' publications, etc.), which will undoubtedly be useful in the future. The self-evaluation provided the school with the opportunity to critically examine its study programs and its research activities. Although these issues are carefully considered on a regular basis by the school's chair and various committees, the evaluation processes motivated us to re-discuss some of the issues it raised. The report has a special importance for the School because of the recent change at the head of the school. Professor Dan Avnon, the new Head of the school expressed great interest in the report findings. Moreover, the evaluation will provide the School with feedback from outside observers concerning our relative standing vis-à-vis other departments in Israel and abroad.

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

Upon completion of the self-evaluation the school academic and administrative staff will discuss and decide on special mechanisms to deal with issues raised in this report. Most of the issues raised here are already being dealt with via the existing mechanisms, such as various school and faculty committees, the Chair and the Dean, and other university units.

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

Following the discussion and decision by the University's Committee for Academic Policy, the executive summary of the report's review is posted on the Internet. The Vice-Rector discusses the recommendations and their implementation with the reviewed unit's chairperson. The Implementation Committee monitors the implementation, which include the two vice-rectors, three former deans (Social Science, Natural Science, and Agriculture), and two members of the University's Standing Committee.

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

The Hebrew University regards the transparency and accessibility of evaluation reports as essential to the usefulness of the self-evaluation. The reports of external review committees established by Council for Higher Education and the HU are first studied by the unit reviewed and the University's administration and discussed by the university's Committee on Academic Policy. The reports are then made public and posted on the university's website. Upon completion of the full report, the report and its appendices will be available for all interested persons (academic or administrative) at the Chair's office. The ensuing feedback we receive as the result of the internal review by the university and the review by the Council for Higher Education will also be available to all interested persons in the department.