

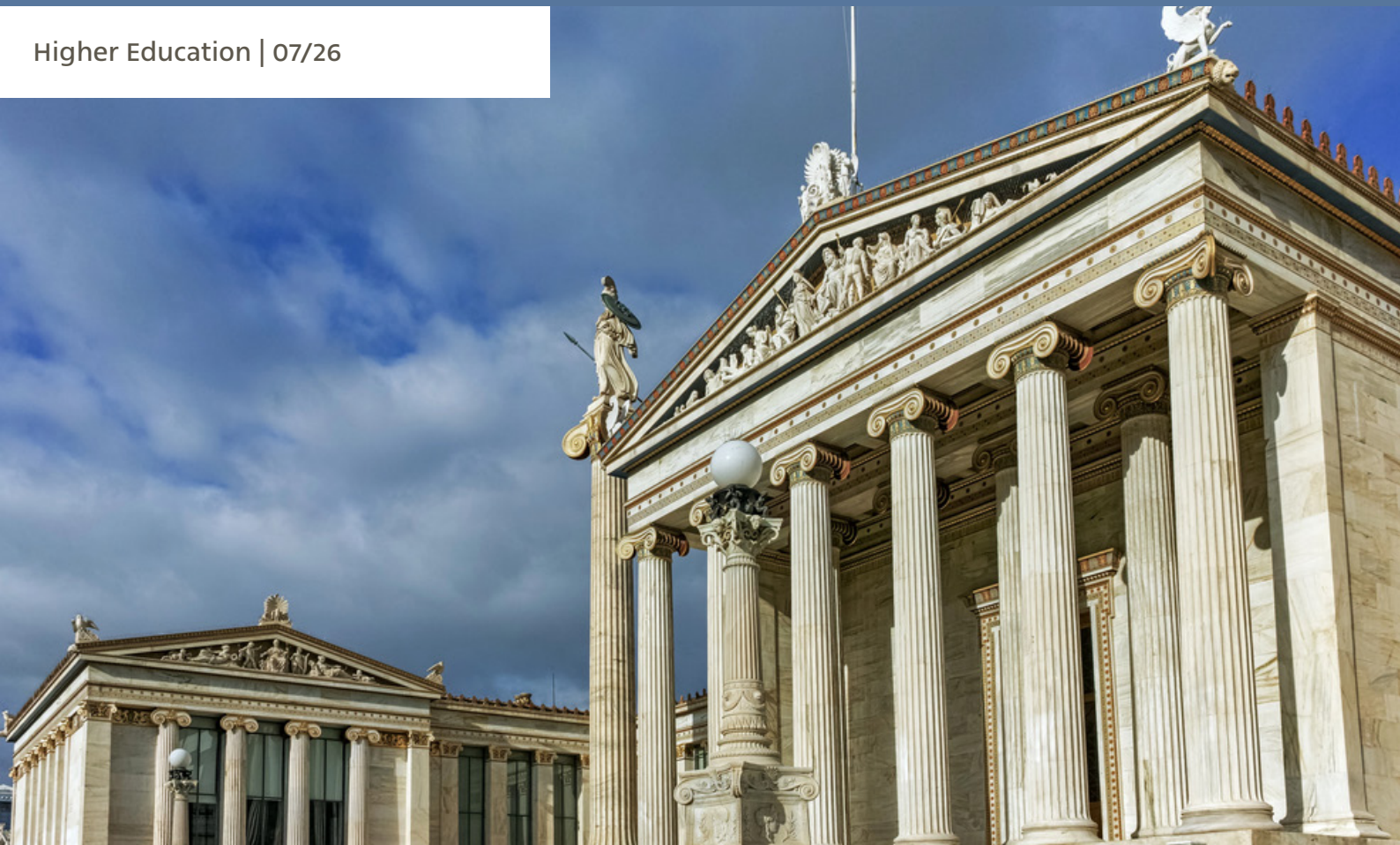
An Institute of Advanced Studies?

Preliminary Considerations

| Dr. Ilana Ram



Higher Education | 07/26



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Acknowledgements

This essay was developed with the support of the Samuel Neaman Institute, which provided the institutional setting, resources, and professional expertise that made the work possible.

I am especially grateful to **Prof. Shimon Marom**, who contributed substantially to the development of this essay through discussions and thoughtful feedback.

I would also like to thank **Prof. Emeritus Yeshayahu Talmon** for his contributions to early brainstorming process and for sharing resources that informed the development of the essay.

In addition, I would like to express my gratitude to **Mrs. Nehama Aharon** for providing financial expertise and reviewing the assumptions and estimates presented in the essay, and to **Mr. Golan Tamir** for contributing technical guidance and reviewing its technological and infrastructure-related components.

My thanks also go to **Dr. Naama Wolf**, **Ms. Ronit Piso**, and **Dr. Tsipy Buchnik**, who shared information, offered comments, and assisted at various stages of the essay's preparation.

Motivation

Contemporary academic institutions are increasingly shaped by pressures that favor speed, specialization, and measurable output. These pressures influence the very form that inquiry takes. Questions are framed in ways that are tractable within limited time horizons, evaluated through predefined criteria, and often aligned with existing disciplinary or methodological boundaries. Furthermore, the recent years have added to these innate pressures several external sets of pressures and crises, such as the emergence of Generative Artificial Intelligence tools, the pandemic, and (in the Israeli context) wars.

While these different challenges, the routine and the disruptive, may call for different types of solutions, they both raise long-standing epistemic questions about the nature, possession, dissemination, and creation of knowledge. In this context, one way that is sometimes mentioned as a means to partially address these challenges is through the operation of an Institute of Advanced Studies (IAS) within, or alongside, the mainframe university. The present short essay sets the ground for an informed discussion on such an admittedly not a straightforward path to take.

What is an Institute of Advanced Studies?

An Institute of Advanced Studies (IAS) is a research-oriented institutional structure designed to incubate ambitious, original, and often curiosity-driven scholarship. One of the key features of an IAS is that it emphasizes intellectual freedom, selectivity, academic excellence, and the pursuit of questions that may be too broad, too foundational, or too unconventional to fit easily within routine university structures. As such, it seeks to protect time and space for deep inquiry, encourage high-level exchange across fields, and support work whose value may extend beyond immediate outputs or disciplinary boundaries.

A central feature of the IAS idea is its relative distance from the standard academic pipeline. In many cases, such institutes do not function as conventional degree-granting units, nor are they fully governed by the same incentive structures that shape departments and faculties. Instead, they often operate through fellowships, hosted appointments, affiliated scholars, or selective cohorts of researchers and students. This gives them greater flexibility to support risky, long-term, interdisciplinary, or emerging lines of inquiry. This structure is designed to support work that otherwise may be perceived as more “risky” for an academia-based researcher, as it may not yield publications or external funding fast enough to support a tenure-track appointment. Notably, however, the IAS work is nonetheless grounded in a thrive for excellent research and impactful outputs.

Kinds of IAS

Worldwide, IAS has had a long history in a variety of modes of operations, suggesting not a “one-size fits all” model but rather different models and organizational structures, to fulfill different purposes. Broadly, the different models vary on four main dimensions that allow different combinations to emerge in terms of the design and structure of any given IAS, based on the aspirations it is meant to achieve.

Let us elucidate the manner in which these dimensions are articulated within several existing institutions that exemplify diverse approaches.

1. Autonomy. Independent institutes operate as separate entities with their own governance and resources. They typically manage their own endowments, have full authority over faculty appointments, and operate without oversight from a larger parent university. Embedded institutes are housed within a larger university and rely on it to varying degrees for infrastructure, administration, or funding. Their mission is often integrated into the strategic goals of the university they serve.

2. Focus. This dimension refers to the areas of research at the heart of the institution’s scholarly work. These can focus on a specific topic area (e.g., philosophy, quantum mechanics, nano-particulates) or cross-disciplinary, integrating different approaches for research.

3. Size. The institutional scale as reflected by the number of permanent faculty, the number of fellows hosted annually, and the physical and administrative infrastructure required to support their work.

4. Outreach. The institute's primary mission and engagement strategy. A global focus prioritizes international scholar recruitment and worldwide academic influence, whereas a local focus emphasizes community engagement and impact, and the strengthening of regional academic network.

Whether these dimensions are genuinely independent, remains an open question. Nevertheless, these dimensions or interactions between them shape the identity of the institution, the type of scholars it attracts, the nature of its outputs, and its relationship to the host university or wider research ecosystem. Clearly, IAS-type institutions do not represent a single organizational model. Rather, they occupy different positions across key design dimensions, each with distinct trade-offs and implications. In what follows, this framework is used for comparing existing exemplar institutions, as well as for informing the design of a new one by clarifying which combinations of autonomy, scale, reach, and intellectual scope are being sought.

The four dimensions create a classification system that allows a comparison of different IASs. Figure 1 presents the classification of four exemplary IASs from the world (mainly North America).

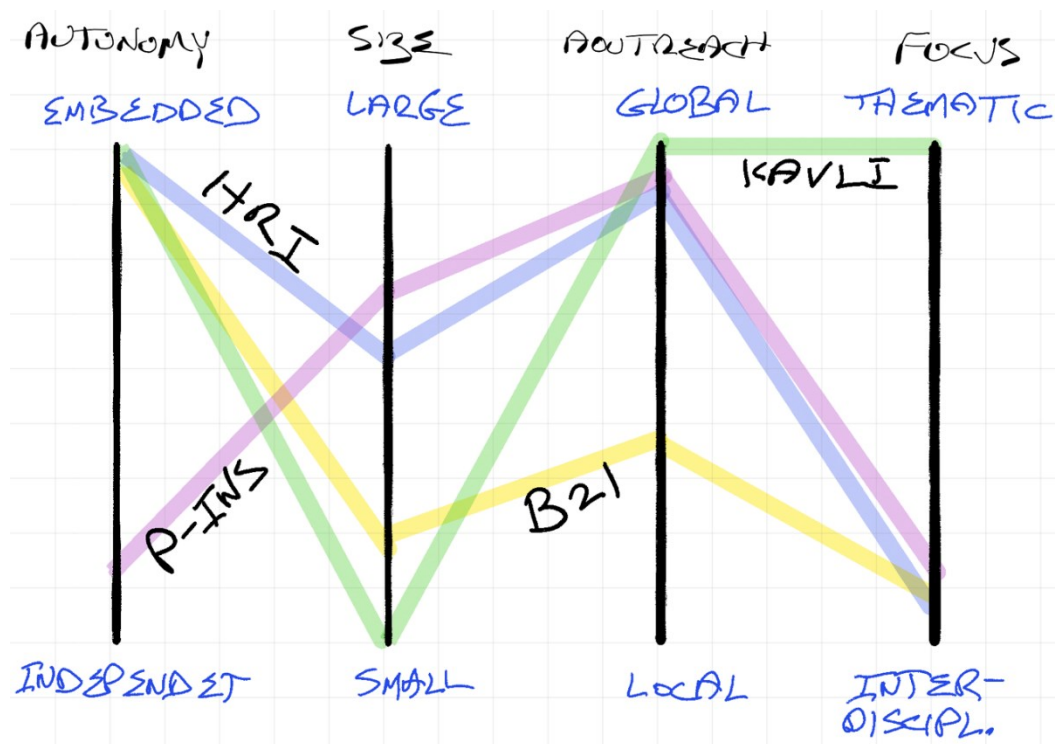


Figure 1: comparative representation of different IAS along four dimensions. **P-IAS**, Princeton Institute of Advanced Study; **HRI**, Harvard Radcliffe Institute; **B21**, Building 21, McGill; The **Kavli** Energy NanoScience Institute (ENSI).

P-IAS is a private, independent research institute in Princeton, New Jersey, USA, organized into four schools. In 2025-26, P-IAS hosted 259 visiting scholars from 39 nations alongside 26 permanent faculty and 22 emeriti. P-IAS demonstrates an exceptional record of distinction among affiliated scholars, including 37 Nobel Laureates, 46 of the 64 Fields Medalists, and 25 of the 29 Abel Prize Laureates. In the classification, P-IAS (Pink) is mapped as independent, small, global, and broadly interdisciplinary. This is reflected by its status as a private, independent academic institution with no formal links to Princeton University, by its relatively small and highly selective scholarly community, by the fact that it attracts scholars from around the world, and by its organization across four broad schools. Its international reputation and composition of its scholarly community place it on the global end of the outreach axis.

HRI is an institute within Harvard University in Cambridge, Massachusetts, USA. Its flagship fellowship program supports 50 fellows each year. In addition, it supports different levels of mentorship, starting from pairing high-school students with undergraduate students to connect Harvard students with fellows and faculty. In the classification, HRI (blue) is a

university-embedded IAS (in Harvard) that combines advanced scholarship with fellowships, student research opportunities, and public intellectual engagement. It is smaller than Princeton IAS, internationally oriented, and interdisciplinary. This is reflected by its position within Harvard University, by its institute-wide fellowship structure and student research programs, by its international fellowship reach, and by its self-presentation as a leading center for interdisciplinary exploration, scholarship, and public engagement. Its placement toward the global side of the reach axis is supported by the fact that Radcliffe fellows come from across the United States and around the world, even though the institute itself remains institutionally embedded in Harvard.

B21 (stands for building 21) is an interdisciplinary idea lab housed at McGill University in Montreal, Canada, centered on a small annual cohort through its BLUE fellowship program and a wider workshop-based community. Unlike Princeton IAS or Radcliffe, it does not publicly frame its identity around Nobel-level distinctions, but around experimental scholar development, co-mentoring, and venture-building, including reporting \$400,000 granted through its ecosystem. In the classification, Building 21 (yellow) is the most locally embedded and developmentally oriented of the three, combining small scale, strong mentoring elements, and interdisciplinary scope. This is reflected by its location at McGill University, its experimental and cohort-based structure, its emphasis on co-mentoring, workshops, and developmental programming, and its role as an interdisciplinary idea lab for students and researchers. On the reach axis, it sits closer to the local end because its activities are centered on the McGill environment and its immediate scholarly community, even though some of its ideas and collaborations may extend outward. Notably, as of the beginning of May 2026, Building 21 will be shut down due to lack of funding. This case raises a question worth analysis: if the sole example here of an IAS that did not endure was ended by funding, to what degree does it already illustrate the funding and time barriers examined below?

The **Kavli ENSI** is a thematic research institute housed jointly at UC Berkeley and Lawrence Berkeley National Laboratory in Berkeley, California, USA. It has ~20 faculty drawn from the two host institutions and fellowship structures that include graduate, postdoctoral, and early-career support. Its recent distinction is underscored by the fact that co-director Omar Yaghi was awarded the 2025 Nobel Prize in Chemistry. In the classification, the Kavli ENSI (green) is an example of an embedded institution, as its faculty are researchers from UC Berkeley and Berkeley Lab, with a global research outreach and a thematic focus studying nanoscience. This is reflected by its team of world-class scientists drawn from those host institutions, its international scientific visibility, and its concentration on energy nanoscience at the intersection of materials science, physics, engineering, and biology. Its location toward the global side of the axis is tied to its international research visibility and to its effort to convene leading researchers across multiple fields.

On the question of education in IAS

IASs' central purpose is typically to protect time and space for advanced inquiry. Therefore, they are rarely built around direct instruction, degree requirements or the routine obligations that accompany formal university programs. Thus, the teaching and professional-development functions of an IAS are qualitatively different from those of a university. University teaching is often structured, scheduled, aimed at delivery of knowledge to large cohorts and tied to institutional obligations such as enrollment, degree progression, and public-service commitments. On the other hand, in an IAS, development tends to be more selective, relational, and research-embedded. It is often directed toward the formation of future researchers through immersion in disciplinary inquiry to develop intellectual growth, critical judgment, and research independence.

This distinction is epistemic in nature, focusing on participatory learning [1] and on providing emerging scholars and scientists a high quality Zone of Proximal Development [ZPD; 2] allowing learning by doing, participation in scholarly discourse and a potential contribution to knowledge through research, early on in one's career work. Notably, ZPD here is referred to in an extended sense, drawing analogically on Vygotsky's framework, and used to describe the productive space between what an emerging researcher can accomplish independently and what becomes possible through discourse and meaningful engagement with more experienced scholars.

The discussion that follows focuses primarily on teaching and learning in IAS contexts that include early-career or junior fellowship components, while acknowledging that the dynamics described are more pronounced in some IAS than in others.

From the learner's perspective, acceptance to a graduate degree usually means registration to a specific faculty/degree/program, and thus implies thematic work, resulting in a narrow specialization, usually aligned with that of the supervisor. Being a graduate-level university student usually requires the completion of several mandatory steps before engaging in research-related hands-on activities. This model reflects an epistemic view of knowledge as structured, cumulative, and progressively mastered [3], [4], with learners expected to build foundational understanding before moving into more independent forms of inquiry. In this model, the student is supervised by an authority (e.g., a supervisor or a committee), and is usually framed as an emerging scholar who is still learning how to contribute to knowledge within the discipline. This perception is not only institutional but is often internalised by students themselves, and can be a significant factor in delayed scholarly confidence [5], [6].

On the other hand, a similar-level fellowship at an IAS-like institution usually requires participation in seminars, workshops, and regular group discussions, rather than the

completion of mandatory learning units or end-of unit assessments. Such learning is grounded in participation in a dense research environment, feedback on emerging work, access to senior scholars, and exposure to high-level discussions across fields. In some (but not all) IASs, fellowships are not restricted to a specific area of scholarly work and thus support cross disciplinary research and collaboration. However, it is worth noting that even some prominent IAS, including Princeton, organize their fellowships within broad thematic schools, which does impose some structure, even if considerably wider than a university department.

From the perspective of the established researcher, affiliation to a university is also qualitatively different than an affiliation to an IAS. At a university, a faculty member is bound by contract to carry out a specific teaching workload, with an incentive to “buy-out” their teaching duties by securing external funding (mainly in North America) and have a sabbatical every few years. Such an incentive structure suggests that, generally speaking, teaching is not perceived as the most productive use of one’s time.

At the graduate level, university faculty are expected to supervise and mentor graduate students when their research interests are aligned with their areas of expertise. This guided research experience can be very fruitful for the student and supervisor alike. However, the student-supervisor relationship can also carry built-in complexities around the specific power structure and co-dependence between the two; the student’s progress, degree completion, and future employability depend heavily on the supervisor’s evaluation, whereas the supervisor typically holds greater institutional authority but is dependent on students’ work for completing large parts of their research program.

In an IAS-like model, the role of the established researcher is usually organized differently than in a university. Rather than balancing research, teaching and administrative work, the scholar is positioned primarily as an active researcher within a high-level intellectual environment. Their responsibilities toward others therefore tend to take the form of mentoring, apprenticeship, feedback, sponsorship, and intellectual community-building rather than routine classroom teaching. The relationship is often less tied to formal degree authority and more oriented toward scholarly formation within a shared research setting.

This does not mean that power asymmetries disappear. Senior scholars in IAS contexts still possess gatekeeping influence that matter greatly for junior researchers. However, because the relationship is less directly tied to formal program requirements, it may allow somewhat more flexibility, plurality of mentorship, and exposure to multiple intellectual influences.

These differences suggest that IAS-like institutions reconfigure teaching and developmental work. While the university model is organized around formal instruction, credentialing, and supervised progression, the IAS model, relocates development into a more selective, relational, and research-embedded environment. For learners, this may mean earlier

participation in serious inquiry and broader exposure to intellectual communities. For established researchers, it may mean a shift from classroom instruction and supervision toward mentorship, apprenticeship, and the cultivation of future scholars through sustained participation in advanced research cultures.

On the problem of evaluating IAS's performance

A central question in considering the establishment of an IAS is what, concretely, such a place can be expected to produce. Unlike conventional academic units, an IAS is not designed around standard institutional outputs, such as the number of awarded degrees or number of publications per researcher or per academic unit. At the same time, its justification cannot rest solely on broad appeals to curiosity, intellectual freedom, or the possibility of serendipitous discovery. If an IAS is to be evaluated empirically, its contribution therefore should be defined in terms that are appropriate to its distinctive mission and are measurable and quantifiable.

Table 1 summarizes four dimensions for evaluation of an IAS. Importantly, this framework distinguishes between annual monitoring and substantive evaluation. While some indicators can be tracked yearly, the core contribution of an IAS should be assessed over medium- to long-term horizons. These dimensions can provide a way to make the IAS's contribution visible while preserving the distinctive conditions that justify such an institution in the first place.

Evaluation dimension	Focuses on..	Possible indicators	Timeframe	Suggested weight
Scholarly influence	The contribution of the IAS to relevant fields of scholarly inquiry	Publications, books, citations, major lectures, prizes, field-shaping concepts, research programmes	Annual monitoring, 5–10 year evaluation	Central, but not reducible to annual output counts
Human capital	The development, circulation, and long-term contribution of researchers affiliated with the IAS	Career trajectories, later appointments, collaborations, mentoring, leadership roles	5-year tracking	High importance, especially for early-career fellows
Community integration	The extent to which the IAS is connected to relevant scientific and scholarly communities	Networks, conferences, visiting scholars, partnerships, international participation	Annual monitoring, 3–5 year evaluation	Medium-high, because an IAS must not become isolated
Financial/ institutional sustainability	The capacity of the IAS to maintain its mission over time	Endowment, diversified funding, governance, infrastructure, staff capacity	Yearly	High, because the model depends on durable conditions

Table 1. Dimensions of evaluation for an IAS

We therefore propose to evaluate an IAS through two complementary dimensions: long-term scholarly influence and long-term institutional sustainability. Scholarly influence refers not only to immediate outputs, such as publications, conferences, or grants, but also to the longer-term development of ideas, research agendas, collaborations, and intellectual communities. Institutional sustainability refers to the conditions that allow such influence to continue over time, including financial stability, the cultivation and circulation of human capital, and the integration of IAS researchers into relevant national and international scientific communities.

Scholarly influence refers to the contribution of the IAS to the development of knowledge within its relevant fields of inquiry. This includes conventional outputs, such as publications, books, citations, lectures, and prizes, but should not be limited to them.

For an IAS, scholarly contribution may also take the form of field-shaping concepts, new research programs, theoretical breakthroughs, or intellectual agendas that become visible only over time, and thus may not be measurable in the short term via peer reviewed publications that are often delayed. To account for these different timeframes, here we suggest that scholarly influence should be monitored annually but evaluated substantively over a longer period. The aim is to assess whether the IAS creates the conditions for original and significant scholarship.

Human capital refers to the ways in which the IAS contributes to the development, circulation, and long-term positioning of researchers. This dimension is especially important when the IAS includes early-career fellows or visiting scholars whose time at the institute may affect their future academic trajectories.

Relevant indicators include later appointments, career progression, collaborations formed during the fellowship period, mentoring relations, leadership roles, major grants, and continued participation in scholarly networks. Evaluating human capital requires a longer timeframe, since the influence of an IAS residency may become visible only several years after the appointment ends.

Community integration refers to the extent to which the IAS is connected to the scholarly and scientific communities it seeks to influence. Although an IAS aims to provide protected intellectual space, it should not become detached from the broader fields, institutions, and debates to which it can contribute.

Indicators may include hosting conferences, workshops, visiting scholars, partnerships, international participation resulting in joint publications, and cross-institutional initiatives and contribution to broader policy related to the field. This dimension is important because the value of an IAS depends on how ideas, people, and collaborations circulate beyond it and create broader impact.

Financial and institutional sustainability refers to the capacity of the IAS to maintain its mission over time. Because the contribution of an IAS is expected to unfold over long periods, its institutional conditions must also be durable.

Relevant indicators include the existence of an endowment or stable funding base, diversified sources of support, appropriate governance structures, administrative and academic staff capacity, infrastructure, and, where relevant, residential facilities. This dimension should be reviewed regularly because without long-term institutional stability, the IAS cannot sustain the intellectual freedom, selectivity, and continuity on which its scholarly contribution depends.

Interactive budget simulation. The following link/ QR code connects to an interactive budget simulation to estimate the annual cost of operating an interdisciplinary research institute under adjustable staffing, infrastructure, research-program, and institutional assumptions. The simulation is built as an HTML file that can be downloaded and modified.

https://github.com/ilanafle/IAS_Annual_Budget_Simulation/tree/main



Key stakeholders

Establishing an IAS requires attention to a set of stakeholders whose interests, constraints, and expectations may not fully overlap. Clarifying who these stakeholders are, and what they may expect from the institution, is therefore important both analytically and practically. It helps explain what the institution is meant to do, for whom it is being built, what kinds of value it is expected to generate, and where tensions in design and implementation may arise.

Here, we focus on three stakeholder groups: the hosting university or institution (for embedded IASs), the researchers affiliated with the IAS (both established and junior scholars), and the students who participate in its research environment.

The hosting university. When considering the hosting entity, it is important to distinguish between independent and embedded IAS models. In an independent model, the IAS operates as a stand-alone institution with its own mission, governance, and evaluative

framework, even if it maintains ties with nearby universities or research bodies, making the consideration of a housing entity irrelevant. In an embedded model, the IAS is housed within a university or similar institution and operates through that host's administrative, legal, and infrastructural framework. The discussion that follows therefore refers to embedded IASs.

For embedded IASs, the hosting entity primarily serves as a platform that provides resources such as a physical space, legal or administrative cover, access to libraries, laboratories, equipment, technical services, and proximity to a wider scholarly community.

The IAS may use these resources while keeping its own standing as a separated but adjacent research institution. This separation is important because, as mentioned above, the value of an IAS lies partly in its independence from the incentive systems to which universities and public academic institutions adhere to. Universities often operate under obligations such as government funding formulas, reporting requirements, degree-completion targets, regulatory demands, and public-service commitments. Unbound by such obligations, a stand-alone IAS can help create a different ecology of research while still benefiting from adjacency to an established institution.

From the hosting entity's perspective, a relationship with an embedded IAS can be highly valuable. A host may gain prestige, visibility, stronger use of existing infrastructure, and proximity to a high-level intellectual environment. It may benefit from association with ambitious scholarship, from selective collaborations, and from the presence of excellent researchers whose work enriches the broader academic ecosystem, that includes the host institution. In some cases, the host may also gain reputational advantages in donor relations, strategic positioning, and external partnerships. Moreover, a host may provide access without full institutional integration. For example, a voucher-based or negotiated-access model may allow IAS researchers to use laboratories, equipment, or technical platforms that already exist within the hosting institution, including infrastructure that may not always be used to full capacity. In this arrangement, the host contributes enabling conditions, while the IAS preserves autonomy over agenda, staffing, and criteria of value.

The research staff. A second central stakeholder group is the research staff. This group includes permanent in-house scholars, visiting fellows, postdoctoral researchers, affiliated faculty, and other academic participants depending on the institutional model. Their role is foundational, since the quality of the IAS depends heavily on whom it attracts, supports, and retains.

For this group of individuals, an IAS may offer protected time for research and mentoring, intellectual freedom, selective community, high-level exchange, and the opportunity to pursue ambitious or unconventional questions without being governed entirely by the usual pressures of academia. At the same time, research staff are also professionals whose careers require legibility, fair evaluation, access to resources, and some degree of stability or

developmental promise. The institution must therefore provide a credible professional environment as well as an attractive intellectual one.

This is also where the question of evaluation becomes especially important. If the IAS is meant to reward long-term output, then its criteria for renewal and continuation must reflect that broader logic and evaluate researchers on the longer-term as explained above. This suggests that the institution's success depends not only on attracting excellent researchers initially, but on sustaining on the long term the conditions under which they can remain intellectually productive, professionally secure, and genuinely committed to the institution's broader aims over time.

The students. Students are a third important stakeholder, especially in IAS models that include mentoring, fellowship participation, research apprenticeship, or developmental roles across career stages. Their relevance depends partly on institutional design. Some IASs are organized almost entirely around senior researchers, while others include graduate students, postdoctoral fellows, and in some cases advanced undergraduates as part of the scholarly community.

Where students are included, the potential value is considerable. An IAS may offer access to forms of scholarly formation that differ substantially from those available in ordinary degree structures. This can include immersion in a dense research environment, participation in advanced seminars and workshops, close interaction with senior scholars, exposure to interdisciplinary inquiry, and opportunities to contribute to live research problems rather than only to formal coursework. Such experiences may shape intellectual development, professional judgment, confidence, and future trajectory in ways that extend beyond the period of affiliation.

This developmental role is especially important in light of the limitations of conventional graduate formation. University structures often organize learning through prerequisites, degree milestones, formal supervision, and relatively narrow specialization. An IAS can complement this by offering a more selective, relational, and research-embedded environment in which emerging scholars learn through participation, dialogue, and apprenticeship. At the same time, student inclusion raises important design questions. Who gets access to such an environment, on what basis, and with what expectations? Is the IAS meant to support only already-elite emerging researchers, or also to widen the conditions under which future scholars can develop? How will participation be recognized, supported, and sustained? Answering these questions should be a matter of the design of the IAS and take into account the evaluation criteria that are relevant for the expected output of this group of stakeholders as well as the mentoring researchers and the IAS itself.

Potential barriers

In this section, we provide an overview of potential barriers for consideration when establishing an IAS.

The most immediate barrier for establishing an IAS is funding. An IAS is designed to support slower, riskier, and curiosity-driven inquiry. These goals may not align easily with conventional funding models, especially those tied to short-term outputs or targeted deliverables. Furthermore, dependence on external funders with narrow priorities risks eroding the intellectual independence that justifies the institution's existence. The challenge is thus securing funding and doing so without allowing the funding structure to dictate the IAS's intellectual agenda.

An additional related barrier is the question of the IAS's legitimacy. A new institution must justify itself within an environment already populated by universities, colleges, departments, research centers, and institutes. An IAS may be perceived as duplicative, elitist, or vague in purpose, and within a hosting university it may generate concern about symbolic hierarchy or unequal resource distribution. To address this barrier, the IAS should be able to articulate clearly what problem it solves, what distinguishes it from a conventional research center, and how its contribution should be recognized and evaluated. Doing so when the pre-defined time horizon is long and the focus is inquiry based scholarship may add to that challenge.

A third cluster of barriers concerns design and careers. At the institutional level, this barrier is related to the governance question. If an IAS is too tightly integrated into its host, it may gradually absorb the same incentive structures it was meant to escape. However, an independent IAS may struggle with infrastructure, visibility, and strategic relevance. Therefore, questions of autonomy, affiliation, appointment structure, and decision-making authority are central design challenges. At the individual level, researchers considering affiliation may reasonably worry about professional legibility. If the IAS values outputs and trajectories differently from standard university structures, will that be recognized elsewhere? Will interdisciplinary movement, slower scholarship, or mentoring-heavy work be credited by tenure committees, grant panels, or hiring departments? These concerns are especially acute for early- and mid-career scholars, and an IAS that fails to address them may struggle to attract exactly the researchers it most needs.

Underlying all of these is a cultural barrier. Academic systems do not merely prefer familiar markers of success such as publication volume, grant income, disciplinary standing, and visible productivity. They are structurally organized around them. Promotion criteria, funding panels, hiring committees, and peer review processes all encode these values, often invisibly, in ways that individual institutions cannot simply opt out of. An IAS may seek to

reward different things such as idea incubation, intellectual risk, mentorship, long-term trajectory, but researchers affiliated with it still need to build careers in a wider system that may not recognize those contributions. The shift therefore requires not only a new evaluative rubric within the IAS, but a community genuinely capable of recognizing and defending less conventional forms of contribution, both internally and in conversations with the outside world. Without that cultural work, the IAS risks reproducing the same habits of evaluation under a different institutional name.

Finally, there is the barrier of time. The value of an IAS is, by design, slow to materialize. Foundational scholarship may take years to influence a field. Mentored researchers take years to become independent contributors. Networks may also take years to consolidate into durable collaborative structures. Yet new institutions are rarely afforded that patience. Funders want evidence of impact, hosts want visible return, and governing bodies want indicators they can report. This mismatch between the time horizon of the mission and the time horizon of those evaluating it creates a structural vulnerability. A realistic implementation plan must therefore include not only short-term indicators, but staged expectations, explicitly negotiated patience, and a governance structure capable of defending delayed forms of return to external audiences before the pressure to justify becomes pressure to conform.

These discussion of barriers for establishing an IAS are essential for clarifying the conditions under which such an institution could potentially succeed. Such a blueprint should cover the tensions between securing funding without ceding its agenda, establishing legitimacy without becoming conventional, building autonomy without isolation, and cultivating an evaluative culture capable of recognizing its contribution.

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