The Committee for the Evaluation of Statistics Study-Programs

Tel-Aviv University Evaluation Report

May 2010

Contents

Chapter 1 - Background

At its meeting on October 07, 2008 the Council for Higher Education (CHE) decided to evaluate study programs in the fields of statistics during the academic year 2009-2010.

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

- **Prof. Abba M. Krieger, Statistics Department, Wharton School, University of Pennsylvania – Committee Chair**
- **Prof. Robert Adler, Faculty of Industrial Engineering and Management and the Faculty of Electrical Engineering, the Technion**
- **Prof. Peter Bickel, Department of Statistics, University of California, Berkeley**
- **Prof. Onno Boxma, Department of Mathematics and Computer Science, Eindhoven University of Technology**

Ms. Noa Nof Steiner - Coordinator of the Committee on behalf of the Council for Higher Education.

Within the framework of its activity, the Committee was requested to:[1]

1. Examine the self-evaluation reports, submitted by the institutions that provide study programs in statistics, and to conduct on-site visits at those institutions.
2. Submit to the CHE an individual report on each of the evaluated academic units and study programs, including the Committee's findings and recommendations.
3. Submit to the CHE a general report regarding the examined field of study within the Israeli system of higher education including recommendations for standards in the evaluated field of study.

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2008).

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

Chapter 2 - Committee Procedures

The Committee members received the self-evaluation reports in February, 2010, and discussed them via email.

The Committee held its first meeting on March 7, 2010**,** during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as statistics study programs.

In March 2010, the Committee visited the four institutions offering statistics study programs, at Tel-Aviv University, Haifa University, the Hebrew University and Bar-Ilan University. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

This report deals with the **Department of Statistics at Tel-Aviv University.**

The Committee's visit to Tel-Aviv University took place on March 8-9, 2010. The schedule of the visit, including the list of participants from the institution, is attached as **Appendix 2**.

The Committee thanks the management of Tel-Aviv University and the Department of Statistics for their self-evaluation report and for their hospitality towards the Committee during its visit at the institution.

Chapter 3: Evaluation of the Statistics Department at Tel-Aviv University

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

Introduction

The Statistics and Operations Research Department at Tel Aviv University resides in the School of Mathematical Sciences within the Faculty of Exact Sciences. The Department has faculty members in four areas: Statistics, Operations Research, Game Theory and Mathematical Economics, and Probability.

During the 2008-09 academic year, The Tel-Aviv University student population was over 31,000, of whom roughly 20,000 were at the undergraduate level and nearly 11,000 at the graduate level. The same academic year 57 undergraduate students, 12 masters level students, and 2 doctoral students enrolled in the Department, and it granted 19 BA degrees, 4 MA degrees and 3 PhD degrees.

Overall, the Committee was impressed by the Department as a unit of gifted and supportive colleagues working very hard under extremely difficult conditions. Much of the research carried out in the Department is at the level of the best European and US departments, although it is being carried out in an environment that is, to say the least, extremely challenging.

The Department currently has 13 faculty members, which is about to become 12 as one member is on the verge of retirement. This constitutes a dramatic drop from a peak of 20.5, a decrease which is beyond that of the overall cuts that have been made at the University as a result of its current financial crisis.

This massive cut in faculty numbers and other resources, along with the threat/belief that the situation could worsen in the future, has had a serious impact on both the Department's ability to function as it would like to and on its general mood. It will affect much of what appears in the report, either directly or indirectly.

The self-evaluation process was coordinated by the department head, and we learned that several faculty members contributed. The Committee was impressed by the self-evaluation, which was informative, frank and to-the-point.

Environment

The Committee met with the Administration, at University, School and Faculty levels on two occasions, once at the beginning of the visit and once at the end. One key issue that emerged was the financial crisis at the University and the pressure that this has placed on faculty resources, leading to a drop in total faculty of about 30%, from over 1400 to 970. What was not clear at the first meeting, but became clear to the Committee afterwards, was how seriously other aspects of the University's facilities have also been hurt.

The issue of the current and future size of the Department played a prominent role in the discussions. The central Administration indicated that they do not see the number return closer to former levels in the foreseeable future. They also indicated to have no intentions of reducing the size of the Department below 13. Notwithstanding this, faculty members seem seriously concerned about future additional cuts. The Committee is under the impression there is little communication between University management and the Department, which makes departmental planning all the more difficult.

One confounding factor here is that slots are not assigned to departments but rather to schools. As a result, the central Administration is not able to completely control the number of positions in individual departments, and there is natural competition for slots within schools. Consequently, one of the issues affecting the Department is that of its location within the School of Mathematical Sciences, within which it has to compete for slots with the Pure and Applied Mathematics Departments. In fact, this issue of location came up several times in discussions, not just in relation to slots. Although there seems to be a good relationship between the statistics faculty and the rest of the School, the effect this slot assignment system has on hiring is a potentially salient issue. The Department seems to feel that the quality of the candidates they suggest needs to be of an "extremely high caliber" as implicit comparisons are made with the candidates recommended by the Mathematics Department. While searching

for candidates of the highest caliber is obviously the right thing to do, there is some concern that this leads to measuring statisticians using the metrics used to measure mathematicians, when in fact one should be looking for a different skill set and, in many cases, a different career development (for example, applied statisticians tend to flower later in life than do mathematicians). We gained the impression that these differences are not uniformly recognized within the School.

One fact that the central Administration recognized and appreciated was that the Department teaches many service courses for the entire University. This was viewed to be an important function of the Department. Nevertheless, the Committee was surprised to hear one minority opinion that this was the most important contribution of the Department to the University. The Committee completely agrees that service courses should generally be taught by the Statistics Department, and that this Department should be appropriately credited for it with tangible resources; the latter seems not at all to be the case. More is conveyed on service courses in the section on undergraduate education.

Despite the above minority opinion, there was clearly an appreciation by the Administration that the fields covered by the Department are important in two ways: in its own right as an academic pursuit and in its relevance to many other fields. It was also appreciated that these areas are in part cross-disciplinary. As a result, this Department could naturally fit into different schools than mathematics, including computer science or the social sciences. However, aside from the potential problem of hiring, the majority opinion among the faculty is that its home in the mathematical sciences is a natural one, and the Committee agrees with this.

The last issue that the Administration raised is that there are relatively few undergraduate majors in statistics and operations research. A concern was raised that this does not bode well for attracting a reasonable number of candidates into graduate school to form a pool for future faculty members. In our estimation, this is not well-founded. The Committee feels that recruiting graduate students into the Statistics Department from undergraduate programs in other fields such as Mathematics, Computer Science and Physics (which is typically what occurs in the US) is at least as logical a path.

Faculty

The Committee was very impressed with the collegiality of the faculty. There is warmth both within and across areas that is noteworthy. One obvious benefit is that faculty enjoy coming to work and interacting with each other. Another important benefit is the positive effect it will have on the recruitment of new faculty. The quality of the research in the Department is on a very high level and mainly on par with leading universities around the world.

The number of courses faculty members teach is commensurate with loads at other institutions and overall provides adequate time for research. The commitment to the Department is strong. Faculty members teach extra research seminars, refuse course load reductions even when justified (e.g. running the Statistics Lab), and supervise the teaching in service courses, all beyond teaching their own courses. If it were not for this strong sense of community spirit, many of the functions and contributions of the Department due to the cut in faculty size would have ceased entirely.

Perhaps the main internal issue facing the faculty is that of recruiting. There will be additional nine retirements within the next decade, thereby leaving only four of the current faculty as active (non-emeritus) members. There does not appear to be a sufficient flow of potential candidates from which to recruit, at least if one limits oneself to graduates in the classical areas of statistics probability and OR. This problem will be exacerbated further due to the fact that other universities in Israel face the same issue and will be competing for top candidates. A major component to a long term solution seems to lie in producing more top quality PhD graduates in statistics throughout Israel. Since this is a common problem facing all Israeli statistics departments we will discuss it in the comprehensive report.

Research

The research being carried out by the Department is typically at a very high level, and the University should be proud of this Department. Some of the work is in core topics, and some of it is interdisciplinary. In particular, one of the major contributions is the development of the concept of False Discovery Rate. This is the basis of a large body of research in theory, and had a major impact in various fields of application, in particular biology (i.e. genomics).

Overall, the Committee found the balance appropriate for a department with the mix of scholars that this one has. Although it is difficult to characterize the areas of specialization of the faculty, roughly speaking, of the 13 members of the Department, 6 are in statistics, 2 in Deterministic OR, 2 in game theory and the remaining are in stochastic operations research and applied probability.

However, recent retirements and a move of a faculty member to the Pure Mathematics Department have reduced the number of faculty members in applied probability and stochastic operations research to a subcritical number. Given the uncertainty in terms of hiring, as mentioned above, the Department is considering phasing out the applied probability as an area. This is not only sad to see in a department with a strong and well-deserved reputation in those fields, but it is also threatening for the Department as a whole. In particular, applied probability forms a natural bridge between the statisticians and those working in operations research. Recruiting an excellent researcher in applied probability and stochastic operations research is therefore urgent. We return to this later in the report.

On the other hand, given the constraints on the number of positions, it might be more natural not to hire in game theory; game theory in Tel-Aviv University exists in other departments and it is not an area that one typically finds in statistics departments.

Undergraduate programs

The Department is responsible for two kinds of undergraduate courses: service courses to many other departments and courses to its own students. The Department teaches many students under difficult circumstances due to cost cutting measures.

In terms of the service courses, the sizes of the classes have grown. This makes for class sizes that are typically too large. Even more critically, recitation sessions, in which problems are reviewed and questions are answered, have ballooned in size. The ideal size should be no more than 30, but in many cases it is double this number. The result is that the recitation sessions turn into additional lecture classes and there are no real opportunities for students to ask questions.

These service courses are taught by adjunct faculty. In the past, the standing faculty were closely involved with these courses, setting syllabi, and generally teaching one section themselves while overseeing the others. However, due to the cutbacks, and increasing commitments elsewhere, the standing faculty rarely teach service courses nowadays, nor do they have the time or resources for curriculum development. While at the moment the system is still functioning well, due primarily to the efforts and experience of adjuncts who have been in the system for a number of years, there is concern that as time goes by syllabi will remain stagnant and new adjuncts will be teaching without proper direction.

Turning to the Department's own students, we note that the numbers of undergraduates were relatively small until this year. The number of incoming students this year is 41, which is much higher than it has been. The reason for this sharp increase is not known and should be studied. The related issue of drop-out rate was also prominent in our discussions, but its reasons are not fully understood by the Department. Small number of entering students in statistics with attrition that varies but is in the neighborhood of 50% often creates graduating classes of size 10-20. There are two possible sources for drop-out: weak students who do not make the grade and students who transfer to other departments (most notably economics and computer science), to which they were unable to gain acceptance at the beginning of their studies. Although it seems most likely that the former is the primary cause, the reason for the high drop-out rate needs to be better studied by the Department, not in the least since it might impact on acceptance policies and teaching policies in the first year or two of studies.

There are undergraduates with a single major in statistics and those that are in double major programs. The latter, which is larger in size, also makes better academic sense. Backgrounds in mathematics, computer science etc. provide better trained undergraduates for both graduate programs and the workplace. The Department has initiated a joint degree with computer sciences. This could be an attractive way to increase the number of undergraduate students.

In terms of the learning environment, it is unfortunate but seemingly unchangeable that using textbooks in courses is not the culture in Israel. Some faculty members

write lecture notes and make them available to the students. However, this is sporadic and, in most cases, students learn primarily from going to lectures, recitation classes and doing homework. In this environment, recitation classes play a critical role, as does the feedback received from carefully graded homework. As noted above, the value of recitation classes has dropped due to class size, and recently a serious problem has arisen with homework as well. In the past, funds were available to hire graders so that homework could be checked properly. In most classes this is no longer the case, and so mistakes are only caught in exams, when it is generally too late to provide constructive feedback.

Another problem raised by students was that courses were not given frequently enough, which often forced them to take the courses out of sequence. This led to their taking courses for which they did not have the formal background, making this up only later.

Graduate programs

The MSc program accepts on the order of 40-45 students per year. These students register in one of four programs: applied statistics (about 15), statistics and probability (2-3), operations research (about 20) and biostatistics (a new program, with 7 students last year). Many of these students come from other disciplines underscoring the nature of the undergraduate program as professional.

Most of the MSc students are not funded and hence work while in the graduate program. More funding should be provided to these students to enable them to complete the degree more quickly.

The graduate students feel that the Department is a friendly and welcoming place, with very accessible faculty members. Teaching Assistants would like to have more supervision, and would like to hear at an earlier stage what their teaching duties are; this seems to be a university-wide problem.

The mix of courses is good, but, as is the situation in all Israeli Statistics departments, limited in breadth, at least in comparison to leading US departments. The underlying cause of this is the limited size of the faculty. The students did not seem to feel that

this was a serious problem, noting that they made up the required number of credit points by taking courses in other areas. Nevertheless, the Committee believes that the range of statistics courses should be broadened somewhat, particularly at the senior MSc levels. A possible solution to this problem is suggested at the end of the report.

A critical component in the applied and biostatistics programs is based on courses related to and services provided by the Statistics laboratory. As noted below, this lab is experiencing problems of its own, and this is having an impact on this aspect of the education.

There are currently 14 PhD students. A new program of direct PhD (rather than through the MSc program) seems to be attracting students of high caliber interested in pursuing academic careers. This program is limited, but has the potential of becoming an excellent source of future faculty members. Perhaps five such students should be supported per year to increase the size of the program and to attract the best undergraduates into it.

Again, while the PhD students are receiving excellent training in their specific areas of research (due to the quality of the faculty), their broader statistical education is somewhat lacking compared to that available in large US departments.

Finally, we recommend that the Department makes a concerted effort to maintain contact with its undergraduate and graduate alumni. Having affiliated alumni can benefit the Department in many ways; e.g. jobs for current students, information on employment trends within the discipline, a sense of community, constructive feedback into the relative value of different parts of the curriculum and, on rare occasions, even financial support.

Statistical laboratory

The statistical laboratory is an important component of the Department and serves two main roles. One is in the training of graduate students in the applied aspects of statistics and in statistical consulting. The second is to provide a service to other units within the University in terms of assisting with data analysis and other statistical

issues, as well as doing external consulting. The consulting services are typically revenue producing.

However, the laboratory, like the Department, has shrunk considerably in staff and in activity level over the past few years. The academic direction of the laboratory is carried out by a faculty member on an essentially voluntary basis, in that there is no "reimbursement" such as course reduction. The team of statisticians manning the laboratory is now down to 1.5 positions, far below what is needed for a functioning laboratory. We believe that the activities of the laboratory should be extended and have the potential to become profitable and financially self-sustaining. This may require the commitment of the University Administration to providing some seed money for 2-3 years, but this would be a worthwhile investment in both educational, societal, and academic terms.

Infrastructure

There are three major items here: support staff, computing facilities and library facilities. All of these have been subject to deep cuts as a result of the financial status of the University, and while we realize that there is probably nothing that can be done to improve things at this stage, we would be irresponsible if we did not mention the following two points.

The support staff of the Department, most of whom are shared with the school, are clearly a dedicated group of workers who enjoy what they are doing, and who are highly regarded by academic faculty and students alike. However, they are badly understaffed, barely coping with what they have to do, and then only by cutting corners. As an example, we note that the entire School of Mathematical Sciences is served by only one computer systems person, with a 15 hour per week assistant. There is no other word to describe this level of support in a modern university in 2010 other than "ludicrous."

Another concern is with the state of the central library. Apparently there is no budget whatsoever for purchasing books (as opposed to journals and data bases) beyond donations by faculty from individual research grants. Browsing the shelves it is immediately clear that even in the past few years, when apparently some budget was

available, the addition of new books was highly inadequate. Again, for a modern research university, this is totally unacceptable.

Long term planning

The Committee was disappointed with the attitude of the Department *vis a vis* the future. There seemed to be little in the way of planning for the future other than hoping that there will be no further cuts.

Perhaps this is unavoidable, due to what is by now a number of years in which the faculty saw nothing beyond more and more cutbacks. This must have had a demoralizing impact on faculty. Nevertheless, we believe it is imperative that the Department now develops a plan for the future, based on a faculty size of 13, which is the current scenario, and with options for future growth; we expect that such a plan will be welcomed by the University Administration.

So far, it seems that only one such long term plan has been made, to reduce the Department's investment in applied probability. This has been a relatively easy decision to take, since all but one of the applied probabilists and stochastic operations research faculty have either already retired or will do so in the very near future. Thus it is a path of least resistance.

However, the Committee believes that this is a poor decision. Applied probability has been one of the Department's strengths in the past. It plays an important role in many areas of statistics and also provides a natural link between the largest group in the Department, the statisticians, and the second largest group, the operations research faculty -- not to mention the link it gives to the School in which the Department is placed, which contains a number of faculty in theoretical probability and related areas. Today, when probability has also taken an important role in modeling complex phenomena, such as genomic pathways and communication networks, it seems to be the wrong time to be abandoning the area.

There seems to be a general leadership problem in both the Department and the School, due to the fact that chairs serve for only two years. This is not a criticism of any individual chair. We have only praise for the work that the chairs we met have

been doing under difficult circumstances, but, rather, observe that it is a generic problem. Two years is too short a time to initiate and implement any significant change. On the basis that the first year of a chair's term is spent primarily on learning the job, and that the "natural lifespan" of carrying out initiatives in universities is of the order of three years, we strongly encourage future chairs to take four year terms.

Summary and recommendations

While the tone of this report has often been rather negative, it is important to note that the Committee has the highest respect for the Department's faculty. Virtually all would be welcome in leading universities around the world. Similarly, the research, teaching and service programs are essentially strong and well founded.

However, we found a department that to a large extent was floundering due to the critical financial situation of the University. The Committee would really like to recommend that significant new funds be invested in the Department, something which would allow the Department to correct most of the problems raised in the report. We realize that this is not realistic. Nevertheless, even without significant additional funds there are things that can be done. Here are our recommendations, based purely on things that do not cost much money.

1. It is crucial that the size of the Department does not fall below its current size, and highly desirable that another position or two be added. The Department has reached a critically small size, and further reductions will cause irreparable damage.

2. In view of the upcoming retirements, which could decimate the Department, it should develop a long term development plan, and decide which areas it should concentrate on, keeping in mind that what was, is not necessarily what should be. We do not believe that dropping applied probability is the right decision, but leave it to the Department to decide what the right one, for them, is.

3. The Department should receive the appropriate resources and recognition for its service courses, and it should make an effort to have a stronger involvement of its faculty members in those courses.

4. All efforts should be made to increase the number of PhD students interested in academic careers. This is important not only for this Department, but for all statistics departments in Israel. Only this will ensure the continuity of statistics and related subjects, so crucial to all areas of research, in Israel.

5. Departmental (and School) chairs should be encouraged to serve double terms, for a four year total, so as to improve continuity of governance and to allow adequate time to initiate and implement innovations.

6. The University should provide seed money to restore the statistical laboratory to its former glory. The necessary investment will be minor, but the expected benefits to teaching and research (not only in the Statistics Department) should be significant.

7. The Department should do a better job of maintaining contact with its alumni, and try to involve them more in its activities.

8. In order to improve the education of research MSc and of PhD students in statistics throughout Israel, the Committee is proposing the establishment of a country wide series of advanced courses. Treating the small size of Israel as an advantage rather than a problem, the Committee believes that such a series will do a lot to overcome the "critical mass" problem that most Israeli statistics departments are facing. More details on this will be given in the general report.

Signed by:

Prof. Abba M. Krieger,
Chair

Prof. Robert Adler

Prof. Peter Bickel

Prof. Onno Boxma

Appendices

Appendix 1

שר החינוך
Minister of Education
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September 8, 2009

Prof. Abba M. Krieger
Statistics Department
Wharton School, University of Pennsylvania
USA

Dear Professor Krieger,

The State of Israel undertook an ambitious project when the Israeli Council for Higher Education (CHE) established a quality assessment and assurance system for Israeli higher education. Its stated goals are: to enhance and ensure the quality of academic studies; to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel; and to ensure the continued integration of the Israeli system of higher education in the international academic arena. Involvement of world-renowned academicians in this process is essential.

This most important initiative reaches out to scientists in the international arena in a national effort to meet the critical challenges that confront the Israeli higher educational system today. The formulation of international evaluation committees represents an opportunity to express our common sense of concern and to assess the current and future status of education in the 21st century and beyond. It also establishes a structure for an ongoing consultative process among scientists around the globe on common academic dilemmas and prospects.

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

It is with great pleasure that I hereby appoint you to serve as the Chair of the Council for Higher Education's Committee for the Evaluation of Statistics Studies in Israel.
The composition of the Committee will be as follows: Prof. Abba M. Krieger – Chair, Prof. Robert Adler, Prof. Peter Bickel and Prof. Onno Boxma.
Ms. Noa Nof-Steiner will coordinate the Committee's activities.

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

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

Yours sincerely,
Gideon Sa'ar
Gideon Sa'ar
Minister of Education,
Chairperson, the Council for Higher Education

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Riki Mendelzvaig, Secretary of the Council for Higher Education
Ms. Michal Neumann, Head of the Quality Assessment Unit
Ms. Noa Nof-Steiner, Committee Coordinator

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Appendix 2

The Committee for the Evaluation of Statistics Study Programs - schedule of site visit

All meetings, except for Lunch on the first day will take place at room 209, Schreiber building

Monday, March 8, 2010

Time	Subject	Participants
09:30 – 10:15	Opening Session: The heads of the institution and department	Prof.Aron Shai, Vice Rector Prof. David Horn, Head of Quality Assessment Syst Prof. Haim J. Wolfson, Dean Prof. Moshe Jarden, Head of School Prof. David Steinberg, Head of Statistics and Operation research
10:15 – 11:15	Meeting with the academic head of the department	Prof. David Steinberg
11:15 – 12:15	Meeting with senior faculty and representatives of relevant committees (teaching/curriculum committee, admissions committee, appointment committee)*	Prof. Felix Abramovich, M.Sc Cmte & Ph.D Cmte Prof. Yoav Benjamini, Head of Statistical Laborator Prof. Camil Fuchs, Service courses to Social Science Prof. Rafi Hassin, M.Sc Cmte Prof. Issac Meilijson, Teaching Cmte Prof. Eilon Solan, Advisor to B.Sc Prof. Arie Tamir, Ph.D Cmte & Appointments Cmte Dr. Dani Yekutieli, Admission Cmte
12:15 – 13:15	Lunch at cafeteria, Exact Sciences building	Senior faculty
13:15 – 13:45	Tour of campus (classes, library, offices of faculty members, computer labs etc.)	
13:45-14:30	Closed-door working meeting of the committee	

* The heads of the institution and academic unit will not attend these meetings.

Tuesday, March 9, 2010

Time	Subject	Participants
09:00-09:45	Meeting with adjuncts*	Dr. Nili Beck Dr. Roni Braunstein
09:45-10:45	Meeting with undergraduate students *	Ms. Tal Ben-Shitrit Mr. Alex Chervony Mr. Roee Eilat Mr. Felix Kalichman Ms. Anna Kravets Ms. Michal Reshef Mr. Liad Shekel
10:45-11:45	Meeting with graduate students and junior academic staff*	Ms. Yaarit Even Ms. Gail Gilboa Fridman Mr. Yuval Heller Ms. Noa Molshazky Mr. Barak Reif Mr. Jonathan Rosenblatt Mr. Giora Simchoni Mr. Roee Teper
11:45 – 12:15	Meeting with administrative staff	Ms. Dorit Barak Ms. Lily Brunstein Ms. Miriam Hercberg Ms. Anat Koren-Dror Ms. Sima Kunyavski Ms. Nurit Liberman
12:15 – 13:15	Lunch and Closed-door working meeting of the committee	Light lunch at the meeting room (Schreiber building, 209)
13:15 – 14:00	Summation meeting with head of the department	Prof. David Steinberg
14:00 – 14:45	Summation meeting with heads of the institution and of the department	Prof. Dany Leviatan Rector Prof.Aron Shai Vice Rector Prof. David Horn, Head of Quality Assessment System Prof. Haim J. Wolfson, Dean Prof. Moshe Jarden, Head of School

* The heads of the institution and academic unit will not attend these meetings.