



Committee for the Evaluation of  
Industrial Engineering and Management Study Programs

**The Ariel University Center of Samaria**

**The Department  
of  
Industrial Engineering and Management**

**March 2011**

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## **Chapter 1-Background**

The Council for Higher Education (CHE) decided to evaluate study programs in the field of Industrial Engineering and Management (IEM) during the academic year 2009-2010.

Following the decision of the CHE, the Minister of Higher Education Gideon Sa'ar, who serves ex officio as the Chairperson of the CHE, appointed a committee consisting of:

- Prof. Jane Ammons – School of Industrial & Systems Engineering, Georgia Institute of Technology, USA, and President 2009-2010, Institute of Industrial Engineers; Committee Chairperson
- Prof. Mark Daskin – Chair, Department of Industrial & Operations Engineering, University of Michigan, USA
- Prof. Barry Kantowitz – Professor, Department of Industrial & Operations Engineering and Department of Psychology, University of Michigan, USA
- Prof. Haim Mendelson – Professor, Graduate School of Business, Stanford University, USA
- Prof. Shimon Nof – Professor, School of Industrial Engineering, Purdue University, USA

Ms. Michal Kabatznik served as the primary coordinator of the committee on behalf of the Council for Higher Education and Ms. Adi Frish provided key support. Ms. Michal Neumann, Head of the Quality Assessment Unit for the Council for Higher Education, also assisted the committee.

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

1. Examine the self-evaluation reports, which were submitted by the institutions that provide study programs in Industrial Engineering and Management and hold on-site visits to those institutions.
2. Present CHE with final reports for the evaluated units and study programs: a separate report for each institution, including the committee's findings and recommendations, together with the response of the institutions to the reports.
3. To submit to the CHE a report regarding its opinion of the examined field of study within the Israeli system of higher education. The committee will submit a separate report to the CHE in this matter.
4. To recommend standards for the evaluated field of study.

The committee's Terms of Reference document is attached in Appendix 1.

The first stage of the quality assessment process consisted of self-evaluation by the institutions. This process was conducted in accordance with CHE Guidelines for Self-Evaluation (October, 2008).

## **Chapter 2-Committee Procedures**

The Committee held its first meeting on March 20, 2010 during which it was charged by Professor Nachum Finger on behalf of the Council for Higher Education. The committee members received the self-evaluation reports in February 2010 and the committee conducted two-day visits to each of the institutions offering study programs in the field under examination in March and May 2010. Dr. Barry Kantowitz was unable to participate in the visits to the Technion and ORT Braude College due to a previous professional commitment. During the visits, the committee met with the relevant officials within the organizational structure of each institution as well as senior and junior academic staff and students.

In accordance with the committee's request, the institution publicized in advance the agenda of the committee's upcoming visit and it invited academic staff members, administrative staff, students and alumni to meet with the committee to determine their opinions of the industrial engineering and management study program offered at each of the institutions. This report deals with the Industrial Engineering and Management Department at The Ariel University Center of Samaria (AUCS) . The committee's visit took place on May 24-25, 2010. The schedule of the visit, including a listing of participants representing the institution, is attached as Appendix 2.

The evaluation committee thanks the management of the AUCS and the Department of Industrial Engineering and Management for their self-evaluation report and for their hospitality towards the committee during its visit.

This report is based upon information included in the written self-evaluation report as well as additional information gleaned during the site visit. It does not reflect any changes that took place since the site visit. All data cited in this report are from the self-evaluation document unless specified otherwise.

## **Chapter 3 - Evaluation of the Department of Industrial Engineering and Management at the AUCS**

### **Executive Summary**

Accredited in 1997, the Department of Industrial Engineering and Management (IEM) at the AUCS offers a Bachelor of Science (B.Sc.) in Industrial Engineering and Management (IEM). The IEM undergraduate program has grown quickly and is in high demand, with over 700 students in the program today.

The IEM faculty includes 33 senior staff, many of whom have small fractional appointments within this department. Full time senior faculty in this department consist of one Associate Professor (the department head), and two Lecturers. There is an unacceptably high student/faculty ratio of approximately 60-70 (depending on how the effective full time faculty count is determined). Of serious concern is that only about 35% of the required IEM course sections are taught by senior faculty, with extensive use of adjunct faculty throughout the program. The students report that the faculty members are highly accessible. There is a dedicated core of administrative and support staff.

The IEM program at the AUCS does an excellent job of serving the needs of IEM students seeking a strong applied perspective for careers in industrial practice. Using a multi-disciplinary approach, the program has leveraged faculty resources from several units. With the help of their resourceful department head, the faculty members have demonstrated initiative and creativity to develop their research programs using minimal resources.

While it has been helpful in stretching limited resources, the multi-disciplinary approach of building the program mainly with faculty members who share fractional joint appointments with other units and owe allegiances elsewhere has resulted in an IEM program that is not “owned” by a cohesive faculty who share a holistic perspective for the department. The department needs a solid core of IEM faculty members who are invested in its mission and mutually share in its achievements. For current program size, the IEM core requires at least eight senior faculty members with full time appointments in the department and then additional faculty members with joint appointments in other units. Faculty appointments under 25% should not be counted toward the headcount in the department as such faculty are not significantly engaged and devoted to the department.

Additionally, this relatively new department is still working in ad hoc “start up” fashion. Due to the rapid and large growth in the number of students, the department is now at a stage where it must develop systematic processes to efficiently accomplish the work of the program and enable its continuous improvement. The evaluation committee strongly encourages the department to invest in efforts to mature its “business processes” and feedback loops before acquiring additional students or starting new academic programs.

Most importantly, the evaluation committee recommends that a solid core of at least eight full-time senior faculty members with 100% appointments in the department develop and “own” a written strategic plan for the department that identifies and capitalizes on a unique niche, based on a set of special, differentiating program features. The strategic plan should form the basis for an action plan that enhances student learning based upon systematic self assessment.

## **Background**

In 1982 the AUCS was established as a college in Kedumim. It became an extension of the Bar-Ilan University in 1990 with a move to the Science Park in Ariel. In 2006 the college programs were accredited by the Council of Higher Education and degrees supervised by Bar Ilan were concluded. The AUCS has faculties in Engineering, Social Sciences and Humanities, Natural Sciences and the School of Health Sciences that offer undergraduate degree programs in 23 departments. Four of these departments award masters degrees including Electronics and Electricity Engineering.

In 2008-2009, over 8,400 students were enrolled at AUCS, with 1,945 in the faculty of Engineering. Among the engineering programs, IEM was the largest degree program with 635 students.

## **Mission and Goals**

The committee was presented with the following mission statement for the AUCS:

*“...a higher education institution, dedicated to academic excellence in teaching in fields relevant to the Israeli economy and society, and to the administration of applied research activities related to the development of hi-tech industries. This development program entails the establishment of new departments, the development of multi-disciplinary curricular programs, expansion of the senior faculty and their research activities, and the admission of graduate students in thesis tracks. The activities designed to meet the following needs:*

- *Provide academic education in applied disciplines that will contribute to the development of the Israeli economy;*
- *Develop research infrastructure for the hi-tech industry.”*

The goals of the Department of Industrial Engineering and Management are summarized as:

1. *“Academic excellence: preparing the graduates for the market place and for further studies*
2. *Opening its studies to advanced degrees*
3. *Access and equal opportunity*
4. *Community service: contributing to the region, the State, and society.”*

While the department’s goals are consistent with the mission of the institution, the evaluation committee notes that these same goals could be stated for many academic units and have no specific linkages with the field of industrial engineering and management (IEM).

Furthermore, the department’s mission statement is not sufficiently clear and it does not distinguish its unique niche for strategic competitiveness in the field. For example, as stated in the institution’s mission, applied research is a worthy IEM department goal and perhaps something like 80% of the IEM research supported by industry. Applied research could

become a strategic research niche for the AUCS IEM department in Israel, whereas other IEM programs may focus on more foundational research areas.

This is a relatively new department which has been successful in the “start up” phase using ad hoc processes to accomplish its core business. However, rapid growth in the number of students has pushed the limits of the ad hoc approach. The program has not yet reached the level of maturity where it can systematically collect feedback information and use it to infer corrective actions and build continuous improvement processes to produce action plans that will take it to the next level. The department is now at a stage where it must develop systematic processes to efficiently accomplish the work of the program and enable its continuous improvement. The evaluation committee strongly encourages the department to apply industrial engineering approaches to its own business processes and feedback loops before adding students or initiating new academic programs.

The department needs a written strategic plan for IEM that is developed and owned by a strong core of full time IEM senior faculty. Additionally, the IEM faculty must develop and own a written action plan to execute their strategic plan based on self-evaluation insights and prioritized departmental needs. For example, the department head is considering the creation of an alumni advisory board and a “Center for Business and Entrepreneurship” that will be used (among other things) for student project generation and execution. Many IEM faculty members are unaware of these plans. The evaluation committee encourages the development of both these examples, but even more, encourages the development of a systematic business process for the creation of an action plan to prioritize, schedule, communicate, and cultivate ownership of the deployment of such initiatives. The strategic plan and the action plan should clearly distinguish the department’s niche from that of other industrial engineering academic programs in the country.

### **Study Program**

Overall, the undergraduate program is satisfactory relative to the program goals as stated. It serves the needs of students seeking a strong applied preparation. Students report that the faculty members are very helpful and accessible. There is a shared perception of the students that they receive personal attention and that their personal problems are addressed in a way that is helpful and effective. One of the reasons for the strong demand for this program is its reputation for helpfulness and personal attention.

Students appreciate the flexibility of scheduling courses in a way that allows them to simultaneously work while taking classes. Due to deficiencies in academic preparation, approximately 25% of students need special assistance. The evaluation committee is impressed that the department funds a mentoring and tutoring program utilizing third year students to help the first year students.

Students would like the opportunity to participate in practical internships in industry. Additionally, alumni felt that to be effective in their careers, the IEM students need more studies in English, less general studies, more technical material and tools, and need more electives in other engineering disciplines.

The students would benefit from a departmentally sponsored student chapter of an IEM professional society. The evaluation committee would like to encourage the department to expose students to professional networks and opportunities for IEM students. For example, there are IEM communities on Facebook, Twitter, and LinkedIn that includes active IEM student interactions. Additionally, students would enjoy participating in international IIE student competitions like

- The IIE/Rockwell Student Simulation Competition shown at <http://www.iienet2.org/Details.aspx?id=3382>
- The IIE Student Paper Competition shown at <http://www.iienet2.org/Details.aspx?id=863>
- The Lean Student Paper Competition shown at <http://www.iienet2.org/Details.aspx?id=4042>

The evaluation committee notes that about 60% of the IEM students express a desire to study for a masters degree in the next five years. The committee notes that the level of fundamental preparation in their first degree program does not provide sufficient background for admission and strong performance in the IEM masters programs.

### **Academic Faculty**

Listing 33 senior faculty members who have partial appointments in the IEM department does not guarantee an effective unit. There are only three senior faculty members who are 100% time in this department. Partial appointments bring the effective full time equivalent (FTE) level to approximately 10 senior faculty members. Recently, there has been another senior faculty hire.

The evaluation committee detected little sense of IEM program ownership by and identity among senior faculty other than the department chair. The evaluation committee recognizes that by necessity, the AUCS utilizes a multi-disciplinary approach to leverage its faculty members. While such a multi-disciplinary approach has advantages, for this approach to be effective, the department needs a strong central core of faculty who “own” this program. On the positive side, interdisciplinary activity has led to some creative collaborations and research and has exposed the IEM students to a variety of engineering perspectives.

The evaluation committee is concerned that the IEM department has grown its student body faster than it has the corresponding senior faculty members. With almost 700 IEM students, and perhaps 10 effective full time (EFT) IEM faculty (depending on how the count is performed), the student faculty ratio of 60-70 is highly inadequate. Additionally, of the 39 required courses, 16 are taught by adjuncts and approximately 65% of the required sections are taught by adjuncts. These percentages should be reversed, with about 65% of the required sections taught by senior faculty members. Additionally, the department needs a systematic process to incorporate the adjunct faculty into the mission of the program, including regularly scheduled meetings and interactions to better serve the needs of the students.

Faculty morale is good. Faculty members express faith in the future of the institution and trust in the department chair. Senior faculty members are not satisfied with two aspects of the

program: their perception of unfairly high teaching workloads, and their need for a graduate program with students who would support their research program. The faculty members are highly motivated to pursue research and have overcome daunting obstacles. The evaluation committee feels that the senior faculty members have been highly creative in leveraging their minimal research resources to establish some impressive research initiatives. Many of the faculty members are research productive in spite of limited resources and the significant time required to satisfy their teaching obligations.

The evaluation committee was disappointed with one aspect of the faculty, which perhaps illustrates the lack of faculty ownership of the IEM program. The faculty members seemed more focused on their high teaching loads and the need for a masters program to enhance their research programs than on good ideas or insight for improving the IEM undergraduate program or the students' learning experience.

### **Students**

The IEM program at AUCS fills an important role in educating Israeli industrial engineers. On average, the students who enter the IEM program at the AUCS are less well prepared for engineering study. The AUCS has a scholarship program to recruit higher scoring students. For these reasons, there is a much higher variation in the preparation level of the entering students. As a result, the IEM program at AUCS does a good job of helping students overcome preparation deficiencies and succeed in their IEM studies.

The IEM students enroll at AUCS because they seek an applied program of study. There is a strong feeling of "family" among the students; they are a cohesive and mutually supporting group. The students study in groups, form friendships, and stay in touch after graduation. Students report that in the IEM program at AUCS they "learn how to learn" and are equipped for life-long learning. The evaluation committee was impressed by student reports on the positive atmosphere and effective learning environment provided by the program.

Students suggest that the IEM study program should build more connections with industry. Organized alumni activities which could enrich the students' educational experiences are minimal, but as reported above the department chair has plans to develop an industry advisory board.

### **Organizational Structure**

The department head carries most of the academic and departmental decision load due to the limited number of full time faculty members dedicated to the IEM program. As a result, many of the senior faculty members do not know about some of the initiatives underway, much less involved in the IEM program.

In spite of the faculty staffing issues, the organizational structure provides high quality services to students with a minimal number of dedicated and committed administrative staff,

reaching the limit of current capabilities. The caring administrative staff form close ties with the students. The department chair understands and appreciates what the administrative staff accomplishes with the students. Other faculty members do not have this knowledge nor do they see themselves as part of a holistic system working together with the IEM administrative staff to support the education of the IEM undergraduate students. Contributing to this problem may be the lack of faculty ownership of the IEM undergraduate program.

### **Research**

The evaluation committee met with creative, hard working faculty members who are attempting to conduct research on important areas in industrial engineering and management. Unfortunately, industrial engineering and management research impact is limited by having only three full time senior faculty in the core area. Several of the faculty members have employed a creative strategy for collaborations with other institutions, which among other things allow them to acquire access to graduate students for research activities. These collaborations provide a key resource for research efforts. In addition, the research activities enhance the material covered by faculty in their undergraduate teaching. The human factors laboratory has been particularly effective in creating multi-disciplinary teaching opportunities by reaching out to psychology students and by clever equipment design that makes the most of limited research resources. Several robotics laboratories join faculty members and students from IEM and other engineering departments to enable creative multi-disciplinary research, development, and teaching of useful robotics applications.

### **Broader Organizational Structure**

As described above, the multidisciplinary strategy employed by AUCS facilities leveraging of scarce faculty resources and promotes innovative research and teaching collaborations. However, this strategy requires careful implementation so that each program has a solid core of faculty members who “own” and identify with each degree program. In the case of the IEM undergraduate program, the broader organizational structure based on a multi-disciplinary strategy is not working as well as it must for a long term viable, sustainable program or for the program to consider expanding beyond the undergraduate level in the near term.

Another problem surfaced by the evaluation committee is that communication across secretariats is not always effective at resolving student problems. For example, an IEM student encountering a problem in a math class goes to the IEM secretary who must speak through a chain of people to try to resolve the problem, and this bureaucracy is not serving the needs of the students as effectively as it should.

### **Infrastructure (both physical and administrative)**

The evaluation committee concludes that the library resources seem adequate. The evaluation committee admires the way the department head has designed and allocated laboratories and offices to promote interactions among the staff and students.

### **Internal Mechanisms for Quality Assessment**

The IEM department at the AUCS needs systematic self-improvement processes and an associated action plan that are designed and owned by the senior faculty members. The department needs a core group of full time IEM faculty to help the program move to a next level of self awareness and identity. In other words, the program needs a mature cohesive industrial engineering and management identification, a self-knowledge that this is an IEM program with faculty members who own the program and want to improve it. The program needs to reach beyond the potential combination achieved by parallel concatenation of individuals and build a holistic program that works as a cohesive system.

The IEM program at the AUCS has not yet reached the level of maturity where it has the ability to infer corrective action items from a systematic continuous improvement process to produce an action plan. The IEM department needs to mature in its ability to be self-reflective and integrative. The evaluation committee found several aspects of the IEM department self evaluation to be seriously inadequate. No weaknesses were identified and reported in the self-evaluation report. The faculty members do not seem to realize that they have no systematic departmental processes to collect data, analyze it, and feed it back to their decision processes, and no systematic way to develop improvement plans. In other words, the department needs to apply the tools of IEM to itself. Most business processes in the department depend upon the department head and are accomplished in an ad hoc manner. This is yet another reflection of the inadequate size of the core IEM faculty.

### **Summary**

Since its accreditation in 1997, the IEM undergraduate program at AUCS has developed a strong reputation for serving the needs of IEM students seeking a strong applied perspective for careers in industrial practice. Using a multi-disciplinary approach, the program has leveraged faculty resources from several units to help accommodate a tremendous growth in the number of students enrolled in this program. With the help of their resourceful department head, the faculty members have demonstrated initiative and creativity to develop their research programs using minimal resources.

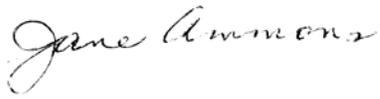
The evaluation committee thinks that the IEM program needs to focus on moving beyond its “start up” phase to the next stage of program development. Due to the rapid and large growth in the number of students, the department must use IEM tools to develop systematic processes that efficiently accomplish the work of the program and enable its continuous improvement. The evaluation committee strongly encourages the department to invest in efforts to mature its business processes and feedback loops for providing excellent education and preparation for the undergraduate students.

As a highest priority, the evaluation committee recommends that a solid core of at least eight senior faculty members with full (100%) appointments in the IEM department develop and “own” a written strategic plan for the department. This plan should identify a special, distinguishing mission for the program that allows this IEM program to achieve strategic differentiation and eminence. The strategic plan should form the basis for an action plan that enhances IEM student learning based upon systematic self assessment processes.

Without accomplishing these key steps, the evaluation committee feels that the IEM department at AUCS is not in a position to continue adding significant numbers of undergraduate students, much less launch one or more masters programs. Otherwise, there will be unintended and potentially negative impacts on the quality of the undergraduate IEM program.

Finally, the evaluation committee recognizes and respects the important value of the research enterprise to education at all levels, from kindergarten to post-graduate. Research adds to the creative and social assets of individuals and nations, and contributes to the economy and security. But research does not necessarily imply advanced degrees – those must be planned as a function of national needs and depend on the academic preparation of the students. Two members of the evaluation committee think that the mission of the IEM program at the AUCS should remain a pillar of excellence for undergraduates seeking applied IEM education. The rest of the committee thinks that if at some point in the future the IEM department matures and is ready to implement a masters level program without diluting its undergraduate educational responsibilities, it should develop a professional applied masters program without a thesis, and that the masters program development should be undertaken with caution and careful thought so as to not duplicate existing masters programs in Israel and so that the teaching needs of the masters program do not degrade the educational opportunities for undergraduates in the program. Emphasizing applied engineering in this new degree program would provide a unique niche that would add value to the entire IEM educational system in Israel.

Respectfully submitted,



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Jane Ammons



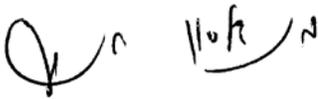
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Mark Daskin



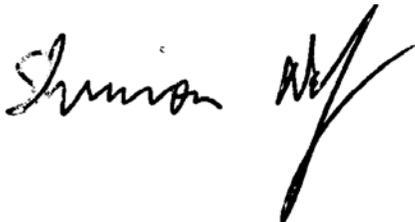
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Barry Kantowitz



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Haim Mendelson



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Shimon Nof

# Appendices

Appendix 1- Copy of Letter of Appointment



November 16<sup>th</sup>, 2009

שר החינוך  
Minister of Education  
وزير التربية والتعليم

Professor Jane Ammons  
School of Industrial Systems and Engineering  
Georgia Institute of Technology  
USA

Dear Professor Ammons,

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 21<sup>st</sup> century and beyond. It also establishes a structure for an ongoing consultative process among scientists around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial 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 Industrial Engineering and Management studies.

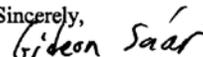
The composition of the Committee will be as follows: Prof. Jane Ammons - Chair, Prof. Mark Daskin, Prof. Barry Kantowitz, Prof. Haim Mendelson, and Prof. Shimon Nof.

Ms. Michal Kabatznik 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 a member of this most important committee.

Sincerely,

  
Gideon Sa'ar

Minister of Education,  
Chairperson, The Council for Higher Education

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

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

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כתובת אתר המשרד: <http://www.education.gov.il>

Appendix 2- Site Visit Schedule

THE DEPT OF INDUSTRIAL ENGINEERING AND MANAGEMENT

**Ariel University Center**

Schedule of Site Visit

24<sup>th</sup>-25<sup>th</sup> May 2010

Industrial Engineering – tentative schedule of site visit

All meetings will be held in the upper campus, building 3a, second floor

Unless another location is stated specifically

Monday May 24th, 2010:

<b>Time</b>	<b>Subject</b>	<b>Participants</b>	<b>Room/Location</b>
09:30-10:00	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	<b>President:</b> Prof. Dan Meyerstein <b>Rector:</b> Prof. Michael Zinigrad <b>Head, Quality Assessment System:</b> Dr. Nitza Davidovitch	
10:00-10:45	Meeting with the Dean of the Faculty of Engineering	Prof. Yossi Pinhasi	
10:45-11:30	Meeting with the Chair of the Dept. of Industrial Engineering	Prof. Shraga Shoval	
11:30-12:00	Meeting with the administrative staff of the dept.	Ms. Ifat Rubinstein Ms. Iris Ronen Ms. Ofra Massasa Eng. Amir Biton	
12:00-12:45	Meeting with representative of relevant departmental committees*	Dr. Nir Shvalb Dr. Michael Wagner Dr. Chanan Glezer Dr. Ashkenazi Yehuda Dr. Iris Rechav	
12:45-13:15	Lunch		
13:15-14:00	Tour of campus (Including classes, studios, library, offices of faculty members, computer labs etc.)		
14:00-14:30	Closed Door Meeting of the Committee		

**Tuesday May 25th, 2010:**

<b>Time</b>	<b>Subject</b>	<b>Participants</b>	<b>Room/Location</b>
09:30-10:15	Meeting with Sr. Academic Faculty Members*	<ol style="list-style-type: none"> <li>1. Professor Dimitri Golenko-Ginzburg</li> <li>2. Professor Zila Sinuany-Stern</li> <li>3. Prof. Vadim Levit</li> <li>4. Dr. Avi Herbon</li> <li>5. Dr. Michael Manevich</li> <li>6. Dr. Dror Tobi</li> <li>7. Dr. Boaz Ben-Moshe</li> <li>8. Dr. Lior Oren</li> <li>9. Dr. Moshe Einat</li> <li>10. Dr. Moshe Brand</li> <li>11. Dr. Marina Fridin</li> <li>12. Eng. Nitzan Sweid</li> </ol>	
10:15-11:00	Meeting with Jr. Academic Faculty Members*	<ol style="list-style-type: none"> <li>1. Mr. Noam Nueman</li> <li>2. Mr. Eyal Berliner</li> <li>3. Mr. Shai Dor</li> <li>4. Mr. Elomn Blank</li> <li>5. Ms. Elizabet Itzkovitz</li> </ol>	
11:00-11:45	Meeting with adjunct lecturers*	<ol style="list-style-type: none"> <li>1. Dr. Eliyahu Matzi</li> <li>2. Dr. Elimelech Naphcha</li> <li>3. Dr. Riva Ziv</li> <li>4. Dr. Orit Haller Hayon</li> <li>5. Mr. Shay Solan</li> <li>6. Mr. Ran Etgar</li> <li>7. Mr. Eli Milo</li> <li>8. Mr. Reuven Greenberg</li> <li>9. Mr. Moshe Yerushalmi</li> </ol>	
11:45-12:30	Meeting with BSc students**	<p><b>Year I</b></p> <ol style="list-style-type: none"> <li>1. Moshe Dagan</li> <li>2. Gil Kolp</li> <li>3. Maxim Gregovitz</li> </ol> <p><b>Year II</b></p> <ol style="list-style-type: none"> <li>1. Yanir Polak</li> <li>2. Idan Volfchet</li> </ol> <p><b>Year III</b></p> <ol style="list-style-type: none"> <li>1. Idan Segal</li> <li>2. Tomer Lavi</li> <li>3. Tamar Anaf</li> <li>4. Omer Cohen</li> <li>5. Moran Shabtai</li> </ol> <p><b>Year IV</b></p> <ol style="list-style-type: none"> <li>1. Michal Aviram</li> <li>2. Tal Dobnikov</li> <li>3. Ronit Ditman</li> <li>4. Masri Majdi</li> <li>5. Beni Tzach</li> </ol>	
12:30-13:15	Meeting with	<ol style="list-style-type: none"> <li>1. Shai Dor</li> </ol>	

	Alumni**	<ol style="list-style-type: none"> <li>2. Yigal Mikdashi</li> <li>3. Yosef Nakash</li> <li>4. Roni Ayuni</li> <li>5. Raz Liran</li> <li>6. Tomer Golan</li> <li>7. Asaf Leshem</li> <li>8. Sharon Zeliger</li> <li>9. Limor Cohen Yochpaz</li> <li>10. Shlomi Vershtien</li> </ol>	
13:15-14:00	Lunch	Please invite a few faculty members for an informal lunch with the committee	
14:00-15:00	Presentation of Student Projects	<ol style="list-style-type: none"> <li>1. Eyal Berliner</li> <li>2. Nava &amp; Itai Gotlib</li> <li>3. Beni Tzach</li> <li>4. Asif Mauda</li> <li>5. Stanislev Lerner</li> <li>6. Amit Svirayov</li> </ol>	
15:00-15:45	Closed-door working meeting of the committee		
15:45-16:30	Summation meeting with heads of the institution and of the Dept. of Industrial Engineering and Management	<p><b>Rector:</b> Prof. Michael Zinigrad</p> <p><b>Chair of the Department:</b> Prof. Shrage Shoval</p> <p><b>Head, Quality Assessment System:</b> Dr. Nitza Davidovitch</p>	