Committee for the Evaluation of Electrical and Communication System
Engineering Study Programs

The Afeka College of Engineering Programs in Electrical Engineering

Evaluation Report

November 2016

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Chapter 1: Background

The Council for Higher Education (CHE) decided to evaluate study programs in the field of Electrical and Communication System Engineering during the academic year of 2016.

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

- o *Prof. Alan Oppenheim*- Department of Electrical Engineering and Computer Science – MIT, USA. Committee Chair.
- o *Prof. Susan Conry* –Wallace H. Coulter School of Engineering Electrical & Computer Engineering - Clarkson University, USA.
- o *Prof. Roch Guerin*- Department Chair and Professor of Computer Science & Engineering Department- Washington University in St. Louis, USA.
- o *Prof. Ehud Heyman*- School of Electrical Engineering - Department of Physical Electronics- Tel Aviv University, Israel.
- o *Prof. Eby G. Friedman*-Electrical and Computer Engineering, Department of Electrical and Computer Engineering- University of Rochester, USA.
- o *Prof. Mathukumalli Vidyasagar* - Chair in Systems Biology Science Erik Jonsson School of Engineering & Computer Science - The University of Texas at Dallas, USA.
- o *Dr. Orly Yadid-Pecht -* iCORE/ATIF Strategic Chair in Integrated Sensors/Intelligent Systems, Professor and Lab Director - University of Calgary, Canada
- o *Prof. Dr.-Ing. Walter Kellermann*- Chair of Multimedia Communications and Signal Processing- University Erlangen-Nuremberg, Germany.

Ms. Daniella Sandler and Ms. Inbal Haskell-Gordon served as the Coordinators of the Committee on behalf of the CHE.

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 Electrical and Communication System Engineering, 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 September 2013)

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

Chapter 2: Committee Procedures

The Committee held its first meeting on January 6, 2016, during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Electrical and Communication System Engineering Study programs in Israel.

In January 2016, the Committee held its visits of evaluation to 12 programs: Tel-Aviv University, the Technion, Bar-Ilan University, Ben-Gurion University, Shamoon College of Engineering, Ruppin Academic Center, Azrieli - College of Engineering Jerusalem, Lev Academic center, Ort Barude College, Holon Institute of Technology, Ariel University and Afeka College of Engineering. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

This report deals with the programs of Electrical Engineering Administration at the Afeka College of Engineering. The Committee's visit to the College took place on January 17, 2016.

The schedule of the visit is attached as **Appendix 2**.

The Committee thanks the management of the Afeka College of Engineering and the Department of Electrical Engineering for their self-evaluation report and for their hospitality towards the committee during its visit at the institution.

Chapter 3: Evaluation of the Electrical Engineering Study Programs at Afeka College

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

1. Executive Summary

Afeka College appears to have a clear sense of mission and an understanding of its role in relation to the Universities. And also the role of applied research in the context of a College whose principal focus is education and training. The Afeka administration appears to have a good and open relationship with the faculty and students. Overall things are working well organizationally.

The 2007 report recommended merging the EE and SE departments and we again recommend that this be done.

At Afeka as with essentially all the universities and colleges that we visited, many of the students in the latter half of their program are dividing their time between jobs in Industry and the academic studies. This needs to be recognized and accommodated in the structure and timing of the courses.

A pervasive issue at essentially all the colleges is the perception among students and industry is that an education at the colleges is in some way inferior to that at the universities, i.e. that there is a stigma attached to the college degree. It is our perception that in many situations the educational experience at many of the colleges can often be preferable to that at one of the Universities. We strongly recommend for all the colleges and Afeka in particular that an aggressive effort be made toward better branding and publicity about the specific strengths of each institution.

2. **Mission and Goals**

The mission and goals of the College as presented in the self-evaluation report are stated in very generic terms as: *"to be leaders in engineering education, training of engineers, cultivate great work ethics, cooperate with industry, and establish a competent teaching staff that in parallel to teaching, researches and develops and consults in academia and industry"*.

More specific and therefore also more helpful in the context of this report are the stated mission and goals of the Department of Electrical Engineering:

"The objectives and goals of the department of Electrical Engineering are inspired by Afeka's general objectives and goals (section 1.2). The vision of the department is to provide a superior higher education program for undergraduate studies in the field of Electrical Engineering. The program provides students a comprehensive education in applied engineering of the highest standards. Students are introduced to the latest technologies and trained to self-study to enable them to learn how to remain updated regarding innovative techniques in this rapidly changing field. Students are introduced to the culture of engineering, team work, clear and professional communication, and globally-accepted ethical codes.

The departmental main strategic goals are:

Educating and training electrical engineers to meet the standards of academia and to be well prepared for the needs *of a dynamic modern industry.*

o *Integrating from the earliest stages of study at the college both creativity and problem solving to promote "lifelong learning" in a challenging technological environment that is constantly developing.*

o *Providing students with practical tools and skills to enhance their relative advantage in the job market. This is achieved by increasing students' laboratory and computer usage in technological subjects and practical training*

- *Using projects as a training field, whereby the student's final project reflects the peak of their skills and knowledge.*
- *Elevating the level of research and development in the faculty by developing knowledge centers in collaboration with other departments."*

Observations and findings:

In the visit, the College administration clearly articulated to us the mission of the institution as having its primary focus on teaching, education and training. The Electrical Engineering department expressed similar support for a strong focus on teaching and on providing students with a first-rate education. More broadly there was a very consistent theme and understanding throughout the visit of the role of research in the context of the teaching mission of Afeka. Specifically that engaging students in unstructured exploration that advances the student's knowledge is an important component of the student's education. And encouraging the teaching staff to remain current in their fields through research and participation in conferences and workshops is important in the context of the teaching and training mission. There also seems to be a lot of thinking about a vision for the future and how to take the college to the "next level". This included a desire to eventually incorporate in the program an MSc (with thesis) degree.

The balance between research and teaching:

The administration and faculty clearly recognize the "tension" that the CHE budget model creates for striking an appropriate balance between teaching and research. And this tension more broadly is discussed in the General Report. The administration also recognizes that the opportunity to carry out research is an important component of attracting high quality faculty who have a strong dedication to teaching, but who also recognize the role of research in the context of teaching and want to remain visible in their technical community. Defining and

maintaining the appropriate balance is particularly important in the context of the colleges, and the current culture at Afeka seems to recognize both the need for and challenges of maintaining this balance.

The administration is explicit in stating that they are not comparing themselves with the universities and they seem clear on the distinction between the role of the universities and the role of the colleges with regard to the appropriate balance. It is clearly recognized that while the primary mission is to educate engineers, it will be very hard to do this if there is no research, at least research of an applied nature that supports and complements the college's teaching mission. Consequently there is some emphasis on both government-funded research and industrial research. They are also proactively targeting specific areas in which there are faculty and staff with a track record of research expertise and providing them with resources. Specifically it appears that they have decided to group people in defined topic areas, e.g., speech processing, and allow them to compete for grants and to collaborate with industry. Consequently for individuals who want to continue doing research the opportunity is available. Based on the information we were provided, of the more than 100 faculty at Afeka, less than 20 are actively involved with research. In the evaluation of faculty, Professors are ranked by the school administration and emphasis is put on rewarding faculty who are strongly connected to the institution. The model that they indicated to us is that at Afeka teaching is of primary importance. Then it is important to be a strong contributor in another dimension which could for example be research or advancing pedagogy. This said, authority for promotion ultimately lies with CHE which apparently tends to apply the same criteria to colleges as to universities. Consequently, and as discussed more extensively in the General Report, there appears to be somewhat of a disconnect and imbalance between the mission of Afeka and the pressures applied by CHE through the budgeting and faculty promotion process.

Degree programs: In the initial phase of the establishment of Afeka, the focus was on the undergraduate B.Sc. program. While there is not yet a second degree in

Electrical Engineering at Afeka, the academic heads have indicated that they would like to advance the program to a second degree with thesis.

<u>Recommendations</u>

Essential:

- The administration seems very clear on the mission and expectations including their mission as distinct from that of a university. We applaud this and recommend that the mission be clearly and crisply articulated from the top administration to the faculty as well as to the students so that there's total clarity. As part of this, there is a need to articulate clearly to faculty and students alike that at Afeka, what is meant by the term research is advanced development and applied research that first and foremost is intended to ultimately advance the knowledge and skills of the students.

- Not unique to Afeka or to Israel is the cultural change in the style and modes of learning on the part of students. Somewhat more characteristic of Israel than some other countries is the fact that Israeli students are typically dividing their time between studies and work in industry, at least during the latter half of their undergraduate studies. In the context of a desire to be leaders in training and education, we recommend that the institution be proactive in accommodating and adjusting to this cultural shift and the conflicting demands on student time. Doing so involves the recognition that this requires innovative teachers and teaching styles and budget support for pedagogical experimentation. In the visit there was a perceived weakness (perhaps because of resource limitations) in the ability of the teaching staff to understand and adapt to current learning and living modes.

Advisable:

- Branding of Afeka and (for that matter all the colleges) needs to be aggressively pursued so that students and industry more clearly

understand the quality of the college in the context of the educational mission which is relatively distinct from that of the universities. Also, the branding should make clear how Afeka distinguishes itself from other colleges.

- An overall impression received from the administration is that Afeka would like to be leaders. One of the (possibly many) areas in which they are positioned to show leadership is in innovation in teaching. We would encourage them to pursue this as a distinguishing element.

3. <u>**Organizational Structure**</u>

<u>Observations and findings</u>

We received the clear impression that at Afeka there is neither a high level of bureaucracy nor a feeling of hierarchy with a lot of formality, i.e., that the president is very accessible and that there is no inhibition to approaching him directly with issues or suggestions. Faculty for example feel comfortable approaching the administration with requests for new equipment/software for courses. There also seems to be regular strategic planning, including development of a vision for the future. As an example, it was reported that at the beginning of the year, they decide in faculty meetings on three points to focus on during the coming year. They are also organizing around knowledge centers to encourage synergy between faculty and students and as a mechanism for developing R&D projects with industry. The work in some of these knowledge centers appears to be in the style of advanced development projects and some in the longer range style of applied research.

As reported to us by students, the administration appears to be generally responsive to specific student complaints and issues. Students have the general sense that the administration wants to hear their opinions although it's less clear to the students what happens after that. In particular, teacher ratings currently aren't published nor are they accessible to the students.

Students commented that there is considerable individual care at Afeka, with several of them stating that they feel they're not just a number and that the faculty is very accessible even late on Fridays. The value of the job placement office was also explicitly commented on as well as the flexibility offered by the evening program and the ability to switch to full time status in the third year and complete the degree in, say, five years

Alumni network: As with many of the educational institutions in Israel, there is not a strong organizational element at Afeka for outreach to alumni.

Recommendations

Essential:

- Overall a lot seems to be working well at Afeka organizationally for the faculty and students. We would recommend that teacher evaluations be made available in some form to the students for increased transparency.

Desirable:

- We recommend that the administration be more proactive about outreach to alumni perhaps including the establishment of a small alumni office or identify a staff member to explicitly stay in touch with alumni.

4. Study Programs

Observations and findings

Students highlighted the fact that in most courses, self-learning is encouraged. Also that projects are structured to give students hands-on experience. The projects are very good at training the students to work with procedures that are required in industry such as structured report writing; in that context the projects were interesting and the students were enthusiastic. The structure of project planning, proposal, final report also seemed well thought through and complete. Regarding courses, the desire was expressed

to us for more diversity in the courses and tracks. And in particular with regard to power electronics and power systems.

The structure and flexibility of the evening program was very much appreciated by the students. However, one suggestion that was made for improvement is to increase the number of enrichment courses that are offered to make the evening program comparable to what is available in the regular program.

The 2007 evaluation report recommended combining the EE and SE departments. We also recommend that this be done since increasingly the boundaries between these disciplines are diffuse and combined departments allows for increased efficiency for the students, the teaching staff, and the curriculum overall. The institution does indicate that a joint program between these departments will be included in the next five year plan, but an actual merger would seem more beneficial and appropriate.

They have indicated to us that applications have been going up (this isn't clear from the table in the SE report) although there has not been a growth in admissions, which has allowed them to be increasingly selective. The SE report clearly indicates that the dropout rate has been steadily declining. These are overall very positive signs.

<u>Recommendations</u>
Essential:
- Increase the diversity in the tracks and the course and track options in the evening program.

Advisable:
- The EE and SE departments should be merged.

Desirable:

- The leadership, faculty and students have expressed interest in incorporating an MSc (with thesis). The leadership at various levels appears to have a good sense of the mission of the institution and the long term planning process. We would, therefore, encourage including the planning for extending the current study program to an MSc (with thesis).

5. <u>Human Resources / Faculty</u>

<u>Observations and findings</u>

Overall the faculty appear happy but have also expressed explicitly and implicitly the tension related to the fact that they are hired for teaching but that promotions seem largely based on publications. It is our understanding that the institution administration has control over the promotions at the level of lecturers and senior lecturers but Full and Associate professors are ranked by the CHE, using criteria similar to that for universities. With the difference in missions between the colleges and universities, this seems out of balance. As discussed in the General Report, this is a systemic tension and problem that needs to be addressed locally and globally in the system. Also it has been expressed by at least one faculty member that those who came from industry might well have many patents but that these don't seem to be taken into account in the promotion process that is primarily focused on more traditional publication venues. Promotions should be based on impact, and to the extent that patents have an impact, they should not be ignored.

The junior faculty generally feel that they can approach senior faculty for advice although there isn't a formal mechanism in place for the mentoring of junior faculty. The general sense is that faculty work together as colleagues and the relationship doesn't appear overly hierarchical.

Recommendations

Advisable:

- While junior faculty don't seem to explicitly feel a lack of mentoring, we would recommend that a somewhat more formal process be put in place for mentoring junior faculty. This can consist simply of identifying a senior faculty to be assigned as a mentor to each junior faculty.
- The faculty demographics (age distribution) suggest that Afeka should be proactive in attracting young junior faculty.

6. **Students**

Observations and findings

Overall there is considerable satisfaction among the students about the quality of the teaching, the mentoring and the overall program. However, a strong element of concern is the perception that a degree at a college is not as respected as a university degree and that this presents some difficulty in obtaining a first job. While there is satisfaction with the job placement office, there is still the perception from students that they need more support in getting jobs. The suggestion was made, which we support, that the institution should be more proactive in informing industry and the army about the quality of its graduates.

Recommendations

Advisable:

- Finding ways of educating industry and the army about the quality of the graduates.

7. **Teaching and Learning Outcomes**

Observations and findings

Overall the faculty expressed enthusiasm for teaching and some are experimenting with new teaching models and incorporating some new

technology in the classroom. But doing so takes time that is not always available.

<u>Recommendations</u>

Advisable:

- Incorporate experimenting with new teaching models and teaching technology as part of the teaching assignment or as an alternative teaching assignment. This should, however, be done while providing incentives and resources to support the additional effort involved.

8. <u>Research</u>

<u>Observations and findings</u>

The administration seems very clear on what research means in the context of the mission of a college. They also understand the tension between this and the overall budgeting and promotion process. They indicated that Afeka has a pilot program to reduce teaching hours but that this has not yet been made available to all faculty. However, it was also remarked that there are an increasing number of sources of revenue to support relief of teaching load to allow the faculty to contribute in their own ways.

<u>Recommendations</u>

Essential:

- As discussed at greater length in the General Report, a re-evaluation of the budget and promotion process, as it applies to colleges, is needed to ensure greater consistency between their mission and the mechanisms used to evaluate their faculty and support the colleges' efforts. The current system exhibits inconsistencies in that regard.

9.   **<u>Infrastructure</u>**

<u>Observations and findings</u>

It was clearly expressed that faculty would like private offices and of course this is desirable if available space allows it.

Although equipment requests for courses are readily satisfied, many faculty expressed that conducting experimental research was challenging. This is in part due to the fact that there are not enough laboratories for hands-on research and projects, and because of the need to coordinate with industry to get an industrial contribution of equipment, etc.

On the student front, the one request that was expressed is the need for more study rooms.

The committee would like to note that the equipment and organization in some of the laboratories at Afeka (specifically the power laboratory) were an exemplar of how experimental laboratories should be equipped and managed in a college.

<u>Recommendations</u>

Desirable:

- Private offices for faculty would, if feasible, be desirable, as would an increase in lab spaces for applied research projects. The latter would increase the number of opportunities available for experimental applied research.

10. <u>Self-Evaluation Process and implementation of previous recommendations</u>

<u>Observations and findings</u>

It would have been helpful if the Self Evaluation (SE) report had been more detailed. The summary about the institution is very generic and the mission statement for the institution not specific enough to be particularly useful. The mission statement for the department was more specific.

Chapter 9 of the SE report wasn't very helpful to us since it didn't directly address a number of the concerns expressed in the 2007 evaluation. It largely focused on changes since the 2010 interim evaluation but unfortunately our committee was not given access to that evaluation.

Chapter 4: Summary of Recommendations

Essential Recommendations:

- There is a very strong sense during the evaluation interviews that the institution operates very much as a family and that the leadership is very open and responsive both at the faculty level and the student level. We applaud this culture and are eager to recommend building on it.

- The administration needs to continue articulating as clearly and as specifically as possible the mission to all levels. It also needs to clearly articulate the different definitions of "research" and which definition and interpretation they're referring to when discussing the role of research in the teaching mission as well as in the promotion process.

- Another important area that the college should focus on is the external promotion of the quality of the education it delivers. This can take various forms, *e.g.,* outreach event to industry and the army, better leveraging of an alumni network, personal contacts to establish the college's reputation, etc. Many students, while delighted with the quality of the education and mentoring that they are receiving at Afeka, felt that they were at a disadvantage when compared to university students, and that this disadvantage was not justified, *i.e.,* there were just as well prepared as those students, but this was not recognized as such outside the college. Addressing this issue is important to current students, and crucial to the college's future growth.

- The administration seems very clear on the mission and expectations including their mission as distinct from that of a university. We applaud this and recommend that the mission be clearly and crisply articulated from the top administration to the faculty as well as to the students so that there's total clarity. As part of this, there is a need to articulate clearly to faculty and students alike that at Afeka, what is meant by the term research is advanced development and applied research that first and foremost is intended to ultimately advance the knowledge and skills of the students.

- Not unique to Afeka or to Israel is the cultural change in the style and modes of learning on the part of students. Somewhat more characteristic of Israel than some other countries is the fact that Israeli students are typically dividing their time between studies and work in industry, at least during the latter half of their undergraduate studies. In the context of a desire to be leaders in training and education, we recommend that the institution be proactive in accommodating and adjusting to this cultural shift and the conflicting demands on student time. Doing so involves the recognition that this requires innovative teachers and teaching styles and budget support for pedagogical experimentation. In the visit there was a perceived weakness (perhaps because of resource limitations) in the ability of the teaching staff to understand and adapt to current learning and living modes.

- Overall a lot seems to be working well at Afeka organizationally for the faculty and students. We would recommend that teacher evaluations be made available in some form to the students for increased transparency.

- Increase the diversity in the tracks and the course and track options in the evening program.

- As discussed at greater length in the General Report, a re-evaluation of the budget and promotion process, as it applies to colleges, is needed to ensure greater consistency between their mission and the mechanisms used to evaluate their faculty and support the colleges' efforts. The current system exhibits inconsistencies in that regard.

Advisable Recommendations:

- There is a clear sense that overall, the faculty enjoy teaching but also feel a lot of pressure to publish. Some of the pressure could be mitigated through better communication regarding the role of research as part of the college's mission. Additional measures seeking to facilitate applied experimental research, *e.g.,* through greater availability of experimental labs, would also help.

- Some of the faculty are experimenting with different teaching models and the use of technology in the classroom and others would like to but don't have the time. We recommend that Afeka be more proactive in supporting and encouraging innovative teaching.

- The President has expressed the goal of building strong ties with industry through join student projects and other involvement of industry in the academic mission. We strongly support this goal.

- A general tension at most of the academic institutions in Israel is the need that many students have to work in industry in the latter half of the undergraduate program. Our impression is that Afeka's students appear to be able to reasonably manage this compromise, possibly in part because of the relative flexibility of the course schedule. We recommend that the administration and teaching staff continue to be proactive in exploring new teaching methods that will continue to attract students to attend classes and to integrate into their courses relevant and vetted online content.

- The committee commends the excellent experimental setup in the power laboratory. This can serve as a learning example for other colleges.

- Branding of Afeka and (for that matter all the colleges) needs to be aggressively pursued so that students and industry more clearly understand the quality of the college in the context of the educational mission which is relatively distinct from that of the universities. Also, the branding should make clear how Afeka distinguishes itself from other colleges.

- An overall impression received from the administration is that Afeka would like to be leaders. One of the (possibly many) areas in which they are positioned to show leadership is in innovation in teaching. We would encourage them to pursue this as a distinguishing element.

- The EE and SE departments should be merged.

- While junior faculty don't seem to explicitly feel a lack of mentoring, we would recommend that a somewhat more formal process be put in place for

mentoring junior faculty. This can consist simply of identifying a senior faculty to be assigned as a mentor to each junior faculty.

- The faculty demographics (age distribution) suggest that Afeka should be proactive in attracting young junior faculty.

- Finding ways of educating industry and the army about the quality of the graduates.

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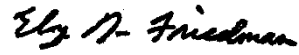
Desirable Recommendations:

- We recommend that the administration be more proactive about outreach to alumni perhaps including the establishment of a small alumni office or identify a staff member to explicitly stay in touch with alumni.

- The leadership, faculty and students have expressed interest in incorporating an MSc (with thesis). The leadership at various levels appears to have a good sense of the mission of the institution and the long term planning process. We would, therefore, encourage including the planning for extending the current study program to an MSc (with thesis).

- Private offices for faculty would, if feasible, be desirable, as would an increase in lab spaces for applied research projects. The latter would increase the number of opportunities available for experimental applied research.

Signed by:

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Prof. Alan Oppenheim - Chair
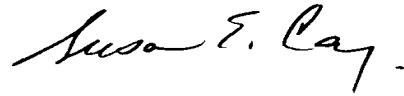
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Prof. Eby G. Friedman

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Prof. Ehud Heyman

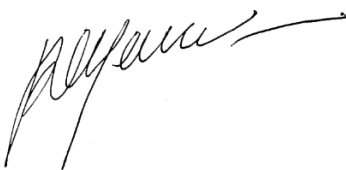_____

Dr. Orly Yadid-Pecht

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Prof. Mathukumalli Vidyasagar

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Prof. Susan Conry

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Prof. Roch Guerin

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Prof. Dr.-Ing. Walter Kellermann

Appendix 1: Letter of Appointment

מجلس التعليم العالي
המועצה להשכלה גבוהה
COUNCIL FOR HIGHER EDUCATION

December 2015

Prof. Alan Oppenheim
Department of Electrical Engineering and Computer Science
MIT
USA

Dear Professor, *Al*

The Israeli Council for Higher Education (CHE) strives to ensure the continuing excellence and quality of Israeli higher education through a systematic evaluation process. By engaging upon this mission, the CHE seeks: to enhance and ensure the quality of academic studies, 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.

As part of this important endeavor we reach out to world renowned academicians to help us meet the challenges that confront the Israeli higher education by accepting our invitation to participate in our international evaluation committees. This process establishes a structure for an ongoing consultative process around the globe on common academic dilemmas and prospects.

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

It is with great pleasure that I hereby appoint you to serve as the Chair of the Council for Higher Education's Committee for the Evaluation of the study programs in **Electrical and Communication System Engineering**. In addition to yourself, the composition of the Committee will be as follows: Prof. Susan Conry, Prof. Roch Guerin, Prof. Ehud Heyman, Prof. Mathukumalli Vidyasagar, Dr. Orly Yadid-Pecht, Prof. Eby Gershon Friedman, Prof. Dr.-Ing Walter Kellermann.

Ms. Daniella Sandler and Ms. Inbal Haskell-Gordon will be the coordinators of the Committee.

Details regarding the operation of the committee and its mandate are provided in the enclosed appendix.

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

Sincerely,

Hagit Messer

Prof. Hagit Messer-Yaron
Vice Chair,
The Council for Higher Education (CHE)

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Dr. Varda Ben-Shaul, Deputy Director-General for QA, CHE
        Ms. Daniella Sandler, committee coordinator
        Ms. Inbal Haskell-Gordon, committee coordinator

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Appendix 2: Site Visit Schedule

Electrical Engineering - Schedule of Site Visit
Afeka College - Sunday 17/1/16

Time	Subject	Participants
9:30-10:15	Opening session with the heads of the institution	1. Prof. Ami Moyal - President - 10 minutes presentation 2. Dr. David Berla - Head of the Electrical Engineering Department and Head of the Power and Energy Systems Track - 10 minutes presentation 3. Dr. Anat Ratnovsky - Head of the Medical Engineering Department and Head of the B.Sc. Teaching College Committee
10:15-10:55	Meeting with the academic and administrative heads of the Program of **Electrical Engineering**	1. Dr. David Berla - Head of the Electrical Engineering Department and Head of the Power and Energy Systems Track 2. Ms. Dorit Medina - Department's Academic Consultant 3. Ms. Hani Tayar - The College Deputy Director of Academic Administration
10:55-11:05	**Break**	
11:05-12:05	Meeting with Senior Academic Staff*	1. Prof. Ely Levine - Head of the Communications Track 2. Dr. Eyal Katz - Head of the Image and Video Processing Track 3. Prof. Eli Flaxer - Head of the Computers Track 4. Dr. Itshak Lapidot - Deputy, Head of the Signal Processing Track (2015/16 academic year) 5. Prof. Amit Ailon 6. Dr. David Brooks 7. Dr. Ofer Ziv 8. Dr. Anatoly Patlakh * Dr. David Berla - Head of the Electrical Engineering Department and Head of the Power and Energy Systems Track will not participate in this part, according to the committee's request

Time	Subject	Participants
12:05-12:55	Meeting with Junior Academic Staff * + Adjunct Lecturers	1. Ms. Oshrit Hopper 2. Ms. Dorit Medina - Department Academic Consultant 3. Dr. Gaby Shafat 4. Mr. Benny Maly 5. Mr. Gal Haneman-Neuman 6. Dr. Yoav Weizmann
12:55-13:55	**Lunch** (in the same room)	Closed-door working meeting of the committee
13:55-14:55	Meeting with B.Sc. Students	About 10 members of all years of the program
14:55-15:00	A short distance walking to the laboratory in which the final project presentation will take place	Ms. Michal Gishri - Manager of External Relations & Internal Communication

15.00-15.45	Final Project Presentation	1. Mr. Eran Aharonson - Head of the Projects Department
		2. Ms. Michal Gishri - Manager of External Relations & Internal Communication
		3. Final Project Presentations:
		  a. Tomer Fichman - Autonomous flight control system controlled by GPS
		  b. Golan Nuri - Radio Tuner with Recording and playing capabilities
		  c. Alon Mardi - Dynamic Video Scale

15:45-16:30	Tour of Campus (classes, library, offices of faculty members, computer labs etc.)	1. Dr. David Berla - Head of the Electrical Engineering Department and Head of the Power and Energy Systems Track 2. Mr. Itshak Kravchinski - Head of Lab and Research Infrastructure 3. Ms. Michal Gishri - Manager of External Relations & Internal Communication
16:30-16:40	**Break**	
16.40-17:10	Meeting with Alumni**	About 4 Alumni
17:10-17:30	Closed Door Meeting	
17:30-18:00	Summation Meeting	1. Prof. Ami Moyal - President 2. Dr. David Berla - Head of the Electrical

		Engineering Department and Head of the Power and Energy Systems Track

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

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