Committee for the Evaluation of Electrical and Communication System Engineering

Study Programs

The Shamoon College of Engineering

Programs in Electrical and Communication System 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:

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

[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 and Communication System Engineering Administration at the Shamoon College of Engineering. The Committee's visit to the University took place on January 10, 2016.

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

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

Chapter 3: Evaluation of Electrical and Electronic Engineering Study Programs at Shamoon College of Engineering

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

The committee was impressed by the atmosphere at Shamoon College of Engineering (SCE). It appears that SCE effectively carries out its mission to expand opportunities available to students from the south of Israel by providing programs of academic excellence. The committee observes that the goal of expanding access to students who might not find opportunity in universities is one that is very important to the economic development of the region. One of the hallmarks of an SCE engineering education is hands-on experience. It is essential that the practical orientation of the program be maintained.

The committee observed that the faculty of the program are highly supportive of the program and dedicated to their students. There is a strong emphasis on attention to the importance of each individual, and this is commendable. The mission of the college cannot be fulfilled without the efforts of the faculty, and the faculty are expected to devote a large number of hours to teaching and also engage in significant research activities. It will be necessary to strengthen efforts to attract well qualified faculty if the program is to build its research profile while still serving the undergraduate students at the current level. When hiring faculty, it is very important for the administration to be clearer about the expectations concerning research activity and what resources will be provided to new faculty to support these expectations.

The committee observed that some of the individuals serving in administrative positions have been in these positions for some time and it appears that decision-making responsibility may be concentrated in the hands of a few individuals. To ensure orderly operation of the program in the event of unforeseen circumstances, SCE should consider putting contingency plans for headship and university leadership in place.

2. Mission and Goals

Observations and findings

The mission of the Shamoon College of Engineering, as stated in their self-evaluation report is *"inculcating its students with the centrality of higher education in bringing the south of Israel to its potential. As Israel's largest college of engineering, SCE grants opportunity, academic excellence, and economic development to the Greater Negev region"*.

The mission of the Department of Electrical and Electronics Engineering has a mission that is consistent with the institutional mission. That mission is:

1. *Expanding access to potential students from the southern periphery of Israel to study, grow and become electrical and electronic engineers.*
2. *Academic excellence and continuous improvement in teaching and research.*
3. *Providing tools for creative thinking and leadership in the industry. The department sees its graduates providing innovation and inventiveness in future industry.*

The committee finds that the mission and goals of the department reflect contributions that are important to the development of higher education in the south of Israel and that these goals provide a framework that the college can use effectively to build a unique profile for its programs.

Recommendations

Advisable:

- The department should engage in further development of its programs that is consistent with its mission and goals. In particular, the goal of expanding access to students who might not find opportunity in universities is one that is very important to the economic development of the region and the goal of providing tools for creative thinking and leadership in industry is critical to the development of individuals who are able to make meaningful contributions to the region and to the country.

3. Organizational Structure

Observations and findings

The committee has found that the administrative structure of the institution works well in the present context. It is reasonably small and the Dean is the primary point of contact for both the faculty and the junior staff. He is the principal decision-maker in many situations regarding the program and its management.

There are two campuses that are an hour driving distance apart. However, the lectures are now well aligned between the campuses and so are the exams, which are the same on both campuses and given at the same time. The two programs, Power Systems and Communications are given on both campuses. Some of the labs are only offered in Beer Sheva campus, but it seems to work well. Students do not express dissatisfaction with the situation.

The faculty members are required to teach a high number of hours. It appears that some faculty get teaching relief if they have research potential (grants etc.). The decision as to whether or not teaching loads are adjusted

to accommodate research activity rests in the hands of the Dean and the President.

Recommendations

Advisable:

- It appears that some of the individuals serving in administrative positions have been in those positions for some time. Some of these individuals are also in positions which give them major decision-making responsibility, and it seems that little can be done without their approval. The institution should consider making contingency plans so that the business of running the engineering programs can continue in an orderly manner if unforeseen circumstances that would compromise decision-making arise.

4. Study Programs

Observations and findings

The committee has found that the atmosphere is very good at the campus – the students like to be there and the faculty seems to love teaching and research. The level of the students has not declined since 2007. The admission requirements have been brought up somewhat (English – 70, Math – 80 and Physics – 75). Some faculty feel the level has gone up, while others seem to feel that there has been no real change. Some alumni expressed the view that the experiential component of some of the tracks may have been compromised due to the increased emphasis on research.

The program in Power Engineering seems to be very good and it serves local industry and the military well. It appears that the Communication program may require more attention to academic training. More theoretical studies, especially in mathematics seem to be desired by both students and teachers.

Also more training involving independent work and developing experience in software development and the use of software tools would benefit the program.

An aspect of the program that has improved since the last review in 2007 is the extent of correlation between courses on the two campuses.

The pre-academic program (9 months) also seems to serve well, and the students, although they may enter with a weaker background, perform well in the program with this preparation.

The committee has heard from the students (and alumni) the desire to take English more seriously and they would be happy if some courses would be delivered entirely in English.

The M.Sc. program has just been initiated, and it offers only a non-thesis based degree. The administration hopes to get a thesis-based degree approved in the near future, and hopes that a Ph.D. degree will follow. The administration intends to encourage applied research, and they plan to engage the undergraduate students in this research. The faculty has already started doing this with the engineering final projects.

Many of the BSC students work in their 3rd and 4th year of studies, some at full time (25%) and others part time. Still, the percentage of students attending the lectures exceeds 50%, quite high given these circumstances. This might be due to the offering of courses in the evening hours (4-10PM), in addition to the normal hours.

Recommendations

Essential:

- Maintain the practical orientation of the program. It is essential to the college's character and to fulfilling its institutional mission.

Advisable:

- Consider curricular changes in the first five semesters that would make it possible to accommodate the needs of both the Power Systems track and the Communications track. One such change could involve putting one elective course in the second or third year that would allow students in the Communications track to build a stronger mathematics background and allow the Power Systems students to build strength in areas that are necessary for that track.
- Maintain the overall emphasis on attention to the importance of each person. This emphasis creates an atmosphere of caring that is valued by students and alumni alike.

5. Human Resources / Faculty

Observations and findings

The program faculty members are very dedicated to the program and to the students. Over the past two years, four new senior faculty members and four new junior faculty members have joined the program. Of these, three are in the area of power systems and one was recruited from industry. At the time of the committee's visit to SCM, there were 20 senior faculty members and five junior faculty members with areas of specialization in areas ordinarily regarded as being in electrical and electronics engineering. Of these faculty members, 11 have expertise associated with power systems and seven have expertise in areas of control and communications.

The committee found that the faculty of the program are highly supportive of the program. It appears that they work well together, are supportive of their department heads, and are also supportive of the dean.

Overall, the committee also notes that the number of hours faculty members are required to devote to teaching is very high. In light of the current

emphasis on research, it is difficult to understand how these faculty members can be expected to sustain the level of teaching and research that is expected of them. Efforts to attract and retain well qualified faculty will need to be strengthened if the program is to build its research profile while still serving the undergraduate students at the current level.

The department's model for future faculty development involves encouraging good B.Sc. students to pursue an advanced degree and employing them as junior faculty members until they complete their degrees. Junior faculty members serve as teaching assistants in the laboratories, as recitation instructors, and in some cases as lecturers for classes. It appears there is an understanding that there is a high likelihood of continued employment at the college once an advanced degree is completed. This understanding is evidently formalized in an agreement for some students and not for others.

Recommendations

Advisable:

- The committee recommends that any understanding concerning future employment of junior faculty members after completion of their advanced degree be explained to these individuals in writing so that there is a clear understanding between the department and the junior faculty members about future expectations.
- The department should be clearer about its expectations concerning research activity when hiring faculty and should also communicate clearly the resources that will be provided to new faculty to support these expectations.

6. Students

Observations and findings

The department has as part of its mission extending access to potential students who would not otherwise have had the opportunity to obtain a B.Sc. degree. Students who enroll at SCE often come from high school educational experiences with preparation that is not as strong as that of students who go to the universities. The report from the 2007 CHE evaluation of the Electrical and Electronics Engineering program at SCE indicated that there was a need to raise the admissions standards to enhance the level of the SCE student population. SCE has raised its admissions standards, though not to a level that places admission beyond the abilities of the population that is its primary constituency. The Pre-Academic preparation that many students take serves the purpose of strengthening their preparation for the engineering program. It appears that the academic level of the students is at least as strong as it has been in the recent past and possibly stronger. SCE places a high priority on producing graduates whose level of academic ability has been significantly strengthened by their baccalaureate experiences.

One outstanding feature of the SCE program in Electrical and Electronic Engineering is the pervasive sense of caring for the individual that exists. The students are extremely appreciative of the fact that the faculty members are concerned about them as individuals. They perceive that there is a very real sense of family among the faculty and students in the program. Students regularly seek help, advice, and counsel from the faculty members and the faculty members welcome their questions.

The academic program of study is lodged on two campuses: Beer Sheva and Ashdod. Students enrolled in the program may take courses on either campus, and this does present some logistical challenges. A given course may be taught in the same semester on both campuses and could be taught by

different individuals. The administration and faculty have taken care to ensure that offerings of this kind are synchronized, with a common syllabus and common examinations. A significant fraction of the student body is working in industry at the same time they are pursuing a first degree. Despite this, more than 50% of the students attend lectures regularly.

The academic quality of the program appears to be appropriate. The power systems program is quite strong, though it appears that there may be some need to strengthen the hands-on component of the power systems track by including opportunities for students to work directly with the equipment they will encounter in the workplace. The communications track is smaller than the power systems track when measured by the number of students in the track. It is possible that the program would benefit by a close examination of the topical and experiential content of the communications track.

In academic year 2015-16, the department has launched a M.Sc. program with focus power systems. At this point in time, the degree program is a non-thesis program, but there is the expectation that it will mature to a thesis-based research-oriented program within the next two or three years. The research strategy associated with this program serves the military and local industry.

Recommendations

Advisable:

- Based on input received from students and alumni, the committee recommends that the department focus attention on some improvements that could be made in both the power systems track and the communications track of the program. The power systems track is already strong, but alumni and students indicated that improvements could be made by enhancing the student experiences with hands-on

exposure to the kinds of equipment they will encounter in the workplace. Likewise, the students and alumni commented that the communications systems track would benefit from a strengthened emphasis on the academic aspects of the topics involved and enhanced experience with software systems and tools they will encounter in the workplace.

- The committee recommends that the students' exposure to use of English in the professional environment be enhanced. Students indicated that they would be very happy to have some courses delivered in English to give them more experience with using English in professional settings.

Desirable:

- The department has worked very hard to make sure that courses taught at Beer Sheva and Ashdod are synchronized. It appears that this may have resulted in duplication of services offered on both campuses. Consideration should be given to eliminating some duplication of services, perhaps with the aid of distance learning technology.
- Some students appeared to be unaware of issues associated with intellectual property, including concepts related to patents. Students indicated that there is a course in entrepreneurship offered by another unit in the college that covers topics related to these issues (among others). It appears that few electrical engineering students take these courses, but the department may be well advised to consider making this course available to students.

7. Teaching and Learning Outcomes

Observations and findings

One of the hallmarks of an SCE engineering education is hands-on experience. This kind of experience prepares students well for their careers in industry or the military. Both students and alumni noted that the hands-on

component of the program is extremely important. Some observed that with the recent emphasis on research, the experiential component of the power systems track may have been compromised. Others noted that the nature of the experiential and academic aspects of the communications track could be strengthened.

Recommendations

Advisable:

- The committee recommends that the program consider the hands-on components of the power system track to determine how student experience with equipment typical of the equipment they will encounter in industry can be improved.
- The committee recommends that the program consider the components of the communication track to determine how the mathematical preparation for rigorous elements of the topical content can be improved and how student experience with modern software and tools used by employers in the communications and telecommunications sectors of the economy can be enhanced.
- The committee suggests that consideration should be given to including one elective in the first five semesters that could be used by students in the communications track to enhance their mathematical sophistication.

8. Research

Observations and findings

The institutional mission of SCE and the departmental mission and goals are concerned with providing opportunities for students who might not otherwise have an opportunity to pursue studies beyond high school. There is a strong sense that an increased and increasing emphasis on pursuit of

research is important to the institution. Indeed, an M.Sc. program has been initiated and will be expanded in the next few years.

As the research profile of the program is enhanced, it is critical that the program not lose sight of its primary mission. The institution and the program must never lose sight of the primary mission: education of engineers who will serve the south of Israel and the country through their contributions to the industrial base of the region and the country.

Recommendations

Advisable:

- The research strategy at SCE should remain focused on applied research that serves the military and the needs of local industry.

9. Infrastructure

Observations and findings

The committee visited a number of laboratories at SCE. Some of these laboratories were research laboratories and others were instructional laboratories. In general, the laboratories were well equipped, modern, and appropriate for their intended purposes. The hands-on character of the programs was evident in the nature of the apparatus the students use in their laboratory work.

10. Self-Evaluation Process and implementation of previous recommendations

Observations and findings

The self-evaluation report was well written and complete. It accurately described the status of the program at the college and the nature of the academic program of study.

The report of the 2007 CHE examining committee contained a number of recommendations. These recommendations were as follows:

- *Students would benefit from midterm examinations in the courses.*
    - The majority of fundamental courses now have midterm examinations.
- *Courses should be synchronized so that the same course taught on both campuses have the same content and level.*
    - Courses taught on both campuses now have the same syllabus and the exams given on both campuses in these courses are the same and are given at the same time.
- *The number of TAs is too small, and the ratio of TAs to students in laboratories is too small.*
    - The ratio of TAs to students in the laboratories has improved somewhat.
- *The program of study should be revised so that the first 2 ½ years is the same on both campuses, covering mathematics, physics, and the basic engineering courses. In the last 3 semesters, students would choose one of two tracks: a Power Systems program that would combine the existing Electrical and Power Systems and the Electronic Circuit Development tracks*

(to be offered at Beer Sheva) and a Communications concentration with many electives (to be offered at Ashdod).

  - The first 2 ½ years is now common on both campuses for all students in the program. There are now two tracks: an Electrical and Power Systems track and a Communication Technologies track. New elective courses have been added and a new laboratory on Protection Methods in Electrical and Power Systems has been added. Both tracks are offered on both campuses.

- *The admittance threshold must be raised and the student-faculty ratio issue must be rectified.*

  - The admission threshold has been raised to 75 in 5 units of math matriculation and 70/65 in 4/5 units of English matriculation and 70 in 5 units of physics matriculation and at least 70 in the average overall matriculation are required now.

Chapter 4: Summary of Recommendations

Essential Recommendations:

- Maintain the practical orientation of the program. It is essential to the college's character and to fulfilling its institutional mission.

Advisable Recommendations:

- The department should engage in further development of its programs that is consistent with its mission and goals. In particular, the goal of expanding access to students who might not find opportunity in universities is one that is very important to the economic development of the region and the goal of providing creative tools for creative thinking and leadership in industry is critical to the development of individuals who are able to make meaningful contributions to the region and to the country. The overall emphasis on attention to importance of each individual should be maintained.
- It appears that some of the individuals serving in administrative positions have been in those positions for some time. Some of these individuals are also in positions which give them major decision-making responsibility, and it seems that little can be done without their approval. The institution should consider making contingency plans so that the business of running the engineering programs can continue in an orderly manner if unforeseen circumstances that would compromise decision-making arise.
- Consider curricular changes in the first five semesters that would make it possible to accommodate the needs of both the Power Systems track and the Communications track. One such change could involve putting one elective course in the second or third year that would allow students in the Communications track to build a stronger mathematics background and allow the Power Systems students to build strength in areas that are necessary for that track.

- Maintain the overall emphasis on attention to the importance of each person. This emphasis creates an atmosphere of caring that is valued by students and alumni alike.
- Improvements should be made in both the Power Systems track and the Communications track. Power systems students would benefit from more hands on exposure to the kinds of equipment they will encounter in the workplace. Students in the Communications track would benefit from strengthened mathematical preparation for rigorous elements of the topical content and enhanced experience with software systems and tools they will encounter in the workplace.
- The students' exposure to use of English in the professional environment should be enhanced.
- The research strategy at SCE should remain focused on applied research that serves the military and the needs of local industry.
- Any understanding concerning future employment of junior faculty members after completion of their advanced degree should be explained to these individuals in writing so that there is a clear understanding between the department and the junior faculty members about future expectations.
- The department should be clearer about its expectations concerning research activity when hiring faculty and should also communicate clearly the resources that will be provided to new faculty to support these expectations.
- The committee recommends that the program consider the hands-on components of the power system track to determine how student experience with equipment typical of the equipment they will encounter in industry can be improved.
- The committee recommends that the program consider the components of the communication track to determine how the mathematical preparation for rigorous elements of the topical content can be improved and how student

experience with modern software and tools used by employers in the communications and telecommunications sectors of the economy can be enhanced.

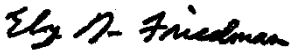
- The committee suggests that consideration should be given to including one elective in the first five semesters that could be used by students in the communications track to enhance their mathematical sophistication.

Desirable Recommendations:

- The department has worked very hard to make sure that courses taught at Beer Sheva and Ashdod are synchronized. It appears that this may have resulted in duplication of services offered on both campuses. Consideration should be given to eliminating some duplication of services, perhaps with the aid of distance learning technology.
- Some students appeared to be unaware of issues associated with intellectual property, including concepts related to patents. Students indicated that there is a course in entrepreneurship offered by another unit in the college that covers topics related to these issues (among others). It appears that few electrical engineering students take these courses, but the department may be well advised to consider making this course available to students.

Signed by:

Prof. Alan Oppenheim - Chair

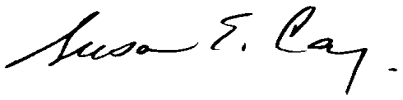


Prof. Eby G. Friedman

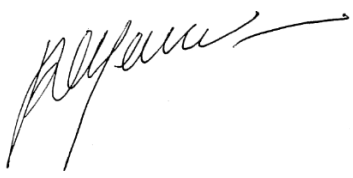
Prof. Ehud Heyman

Dr. Orly Yadid-Pecht

Prof. Mathukumalli Vidyasagar



Prof. Susan Conry



Prof. Roch Guerin

Prof. Dr.-Ing. Walter Kellermann

Appendix 1: Letter of Appointment

December 2015

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

Dear Professor,

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

Appendix 2: Site Visit Schedule

Shamoon College of Engineering

Sunday 10/1/16

Time	Subject	Participants
9:30-10:15	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	Prof. Jehuda Haddad - President, Prof.Zohar Laslo – Head of Academic Self Evaluation Unit , Prof. Saad Tapuchi – Dean of Electrical and Electronics Engineering.
10:15-10:50	Meeting with the academic and administrative heads of the department of **Electrical and Electronic Engineering**	Prof. Victor Kagalovsky- Head of the Department in campus Beer Sheva, Dr. Irit Juwiler - Head of the Department in campus Ashdod , Prof. Arieh Shenkman – Head of Electrical and Power Systems study track, Prof. Jacob Gavan Head of Communication Technologies study track.
10:50-11:00	**Break**	
11:00-12:00	Meeting with senior academic staff*	Attach - A
12:00-12:30	Meeting with Junior academic staff *	Attach – B
12:30-13:30	Lunch (in the same room)	Closed-door working meeting of the committee
13:30-14:00	Meeting with adjunct lecturers	Attach - C
14:00-14:45	Meeting with B.Sc students	At least 10- members of all years of the program
14.45-15.30	Final Project Presentation	
15.30-16:00	Meeting with Alumni**	Attach - F
16:00-16:15	**Break**	
16.15-17:00	Tour of campus (classes, library, offices of faculty members, computer labs etc.)	
17:00-17:30	Closed Door Meeting	
17:30-18:00	Summation meeting	

* 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.

Attach – A
Senior academic staff

1. Prof. Vladimir Lyandres
2. Prof. Arieh Shenkman
3. Prof. Semyon Levitsky
4. Prof. Leonid Oster
5. Prof. Rudolf Bergman
6. Dr. Yoram Horen
7. Dr. Zeev Fradkin
8. Dr. Inna Katz
9. Dr. Svetlana Bronshtein
10. Dr. Moshe Zohar
11. Dr. Tom Trigano
12. Dr. Dima Byhovsky
13. Dr. Gregory Samelshon
14. Dr. Dmitry Baimal
15. Dr. Marcos Roitman
16. Mr. Herman Steiner

Attach – B

Junior academic staff

1. Mr. Martin Melincovsky
2. Mr. Roman Joffe
3. Mr. Boris Epshtein
4. Mr. Mark Lerner
5. Mr. Vladmir Volfin
6. Mr. Rami Toledano
7. Mr. Tomer Toledno
8. Mr. Reuven Ben Bassat

Attach – C

Adjunct lecturers

1. Prof. Herzl Aharoni
2. Prof. Michael Bank
3. Prof. Michel Slonim
4. Dr. Moshe Decalo
5. Mr. Alberto Berenstain

Attach – F

Meeting with Alumni

1. Mor-Yosef Yaakov
2. Shoihet Arthur
3. Nanikashvili Michel
4. Biton Benny
5. Sharvit Eyal
6. Perets Mor
7. Nikolich Nir
8. Bamnolker Maor
9. Gabai Yshai
10. Mitelman Olga
11. Dafna Tiki
12. Tulchinsky rostislav