



## **Committee for the Evaluation of Nutritional Sciences Programs**

**The Hebrew University of Jerusalem  
The School of Nutritional Sciences  
Evaluation Report**

**July 2012**

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## **Chapter 1: General Background**

At its meeting on July 25, 2010, the Council for Higher Education (CHE) decided to evaluate study programs in the field of Nutritional Sciences during the academic year 2011 – 2012.

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. Alice H. Lichtenstein, Friedman School of Nutrition Science and Policy, Tufts University, USA – Chair
- Prof. Judith Gilbride, Department of Nutrition, Food Studies & Public Health, NYU, USA
- Prof. Shoshana Mokady, Department of Food Engineering & Biotechnology, Technion, Israel
- Prof. Maret G. Traber, School of Biological and Population Health Sciences, Oregon State University, USA
  
- *Ms. Yael Franks* - Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to:<sup>1</sup>

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

The entire process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2010).

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<sup>1</sup> The Committee's letter of appointment is attached as **Appendix 1**.

## **Chapter 2-Committee Procedures**

The Committee held its first meetings on January 17, 2012, during which it discussed fundamental issues concerning higher education in Israel, the quality assessment activity, as well as Nutritional Sciences Study programs.

In January 2012, the Committee held its visits of evaluation, and visited the Ariel University Center of Samaria, the Hebrew University and Tel Hai Academic College. During the visits, the Committee met with various stakeholders at the institutions, including management, faculty, staff, and students.

This report deals with the School of Nutritional Sciences at Hebrew University, which took place on 19, 22 January 2012.

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

The Committee thanks the management of the Hebrew University of Jerusalem and the School of Nutritional Sciences for their self-evaluation report and for their hospitality towards the Committee during its visit at the institution.

## **Chapter 3: Evaluation of Nutritional Sciences Program at The Hebrew University of Jerusalem**

*\* 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.*

### **Mission, Goals and Aims**

The Hebrew University of Jerusalem, the only school in Israel conferring graduate degrees in nutritional sciences, was officially accredited as a university in 1962. By 2009 The Hebrew University had 23,249 students with 50 % in baccalaureate programs. Its mission today focuses on developing “cutting edge research” and educating leading scientists and scholars in all fields of learning. The School of Nutritional Sciences is part of the Robert H. Smith Faculty of Agriculture, Food and Environment located on the Rehovot campus. Within the Smith faculty there is an Institute of Biochemistry, Food Science and Nutrition, and a Center for Nutrigenomics and Functional Food. The program in Nutritional Science evolved within a Department of Home Economics, first accredited in 1971 to grant undergraduate degrees.

Organizational changes occurred in 1994 with a directive to examine faculty student ratios and to expand the teaching and research base. According to the Self Evaluation Report (SER) the BSc program prepares graduates to become clinical dietitians and leaders in the health system; the MSc program prepares students for careers as nutrition leaders in government and non-government agencies; and the PhD program, targeted at research, trains doctoral students to devise their own programs to fit future career goals, mainly for positions in academic teaching and research.

The committee was informed that future plans will offer more nutrigenetics and nutrigenomics courses once qualified faculty are hired. An MSc in Sports Nutrition has been proposed for implementation by the Faculties of Agriculture, Food, and Environment and Medicine. Given the rapid changes that have occurred in the recent past in the field of Nutritional Sciences it was the committee’s impression that prior to expanding the scope of coursework the faculty should undertake a 5-year strategic planning project to evaluate current strengths, needs and opportunities for both the faculty and students.

### ***Recommendation***

The committee recommends:

Immediate (0-2 years):

- Developing a 5-year strategic plan for the School of Nutritional Sciences to define its future mission, vision and goals for academic programs and research agendas.

### **The Study Program**

#### *The BSc Program*

The 150 credit point baccalaureate program is a six-semester sequence of required, elective and enrichment courses based on a progression of theoretical and practical material over three years. Students take 123.5 credits of required courses and the remaining credits are electives or two enrichment courses. The first year is basic sciences, biology, physics, chemistry, physiology, calculus, psychology, in addition to English placement at level I and II and a pre-semester, one-day workshop

on Introduction to the Nutrition Profession. Year 2 includes endocrinology, human nutrition lab and lecture, psychology, genetics, plant and molecular biology, food science and food preparation, microbiology, epidemiology and disease pathology. The third year is strong in dietetics (12 credits), interviewing, survey methods, community and public health augmented with specialty classes, 16 credits of electives and the pro-seminar and nutrition seminar classes. Introduction to the History and Philosophy of Science is also taught in the third year.

Feedback to the committee regarding the strengths and weakness of the curriculum was similar among administrators, students and alumni. On the basis of self-initiated programmatic reviews in the past 5 years a number of changes have been made to the undergraduate program, including the reduction from 165 to 150 credits for the BSc Program, and elimination, modification and addition of courses. Of note, it appears to the committee that the current curriculum is more oriented to students who want to do graduate level nutrition research rather than preparing those who want to become clinical dietitians. This emphasis appears to be inconsistent with the goals of a majority of the undergraduate students. The committee received the impression that there are two groups of BSc students, those interested in becoming a clinical dietitian and those intending to attend graduate school. It appears difficult to meet the needs of both groups with a single-track curriculum.

Consistent with the other Israeli institutions a serious concern was raised about the delay between being awarded the BSc degree and internship opportunity. The Health Professions Law in Israel requires post-baccalaureate students to complete internships in order to receive their practitioner's license. In addition, individuals need to pay for the internship experience during a period of time when they cannot generate income in their area of study. In some cases students enter MSc programs to fill the gap, and in other cases take jobs outside the field and do not return to the profession. Neither of these options is optimal in regard to the demands on resources and producing dietitians to fill the country's needs. The committee suggests that one potential solution to this limitation and a way to increase exposure of BSc students to applied clinical nutrition is to add a fourth year to the BSc program that would include the dietetic internship, additional nutrition/dietetic specific elective courses and community involvement.

### ***Graduate Programs***

#### *The MSc Program*

The MSc program focuses on nutritional research and clinical nutrition with each student designing a personal program of courses in consultation with their advisor. Each student in the thesis track must take 20 credits of coursework in addition to Statistics for Clinical and Nutritional Sciences and required seminars. Students in the non-thesis track must finish 40 credits including statistics and present a clinically oriented nutrition seminar. The percentage of non-thesis students in the master's program over the past 5 years has ranged from 3% to 18% and was 11% for 2010-2011. The non-thesis option was designed for students not intending to continue to a Ph.D. program. It is the committee's opinion that MSc students, particularly those in the non-thesis track, should be provided with increased exposure to the area of advanced clinical nutrition via courses and applied learning opportunities specifically designed for them.

#### *The PhD Program*

The PhD program is modest in size. Fewer than 10 students have been enrolled in each of the last five years. PhD students begin their studies in one of the research teams in the school and plan their individual program with opportunities for interdisciplinary approaches. Given the number of full time faculty that can supervise graduate students, the current number of students appears appropriate. However, it was the committee's impression that relying on a single Israeli institution to produce

an adequate number of PhD level professionals in Nutritional Sciences to fill the country's future needs is unrealistic.

The committee was given the impression that there is underutilization of potentially relevant courses for the PhD students (as well as MSc students) available at nearby institutions, e.g., the Weizmann Institute. Additionally, the committee noted that PhD students could benefit from additional instruction in the areas of grant and manuscript writing in English, basic nutrition research (design and methodology), biosafety and the responsible conduct of research (ethics).

The School of Nutritional Sciences supports community outreach programs such as Nutrition Education for Ethiopian Immigrants, an International MSc, and the Perach tutorial project on childhood obesity. However, there was little evidence of opportunities for student involvement in these programs. Such experiences could provide available training opportunities for future students and potentially the support to expand the programs.

### ***Recommendations***

The committee recommends:

Immediate (0-2 years):

- A comprehensive review of the BSc curriculum be undertaken to determine whether two tracks should be created, one for students intending to become clinical dietitians and one for students intending to pursue subsequent graduate level studies;
- A comprehensive review of the BSc curriculum be undertaken to determine whether all the first and second year required basic science courses are essential for the training of clinical dietitians (e.g., physics, calculus) and if not, develop a curriculum that would allow students to take their basic nutrition courses earlier in their program so that they can take additional nutrition related elective courses in their third year. Special attention should be focused on potential areas of coursework overlap and gaps;
- Other factors to consider when reviewing the BSc curriculum should include:
  - increased basic instruction of dietetics during year 1 of study
  - introduction to nutrition sciences earlier in the program, during year 1
  - expanded exposure to public health nutrition
  - more integration of the basic sciences into advanced nutrition course
  - increased exposure to the food industry
  - reinstatement of courses in clinical nutrition and evaluation of nutritional status
  - develop a course that specifically focuses on macronutrients and chronic disease risk
- Other factors to consider when reviewing the MSc curriculum should include:
  - Determine whether some students are entering the non-thesis MSc program as a default option while waiting for placement in a dietetic internship,
  - provide greater exposure to the area of advanced clinical nutrition via courses specifically designed for MSc students, and
  - provide additional guidance with regard to the availability of advanced courses at neighboring intuitions that would benefit students in pursuing research careers.
- Other factors to consider when reviewing the PhD program should include:

- require PhD dissertation committees to meet with the student and the advisor twice a year to review progress and assess potential additional training that would benefit the student;
- add formal instruction in the areas of (1) manuscript and grant writing, in English, and (2) research ethics, responsible conduct of research and laboratory safety;
- facilitate students taking courses at other nearby campuses that are not available at the Hebrew University;
- The curricula for BSc, MSc and PhD should be examined to determine major student learning outcomes to be achieved and make appropriate course adjustments, if necessary, focusing on balancing the theoretical and applied courses.
- Participation in a nationwide effort involving all the appropriate stakeholders to explore the possibility of adding a fourth year to the Nutritional Sciences BSc program that would include the dietetic internship, additional nutrition/dietetic specific elective courses and community involvement (please see the General Report for further details).

Intermediate (2-4 years):

- Connections should be explored with the Hadassah Medical School to create a stronger curriculum in applied nutrition by examining models that have begun in the School of Pharmacy, Veterinary Medicine, Public Health, Nursing to initiate collaborative research and the sharing of resources for teaching and clinical practice.

## **Faculty**

The faculty is composed of six senior academics with high quality credentials, all oriented toward basic science, including the single member who is a clinician (MD). Because of the small number of full-time faculty, the teaching load is shared with a large number of adjunct teachers, most of them dietitians with MSc and PhD degrees. The adjunct staff members have very short appointments, and co-teach some courses for a small part of the academic year. This lack of permanence does not allow these faculty members to be involved in designing the teaching program or research activities. The adjunct faculty is not allowed to advise graduate students, which results in a heavy burden on the full time faculty members and appears to limit the opportunities for the students. The committee was impressed that the adjunct staff members, in addition to being very dedicated and enthusiastic, are interested in carrying out clinical research.

Of particular concern is that although the number of credits for the BSc degree was decreased in the past 5 years, the student/faculty ratio remains high due to an increased enrollment. The committee estimates at least two additional full time faculty members, a nutritionist and a clinician dietitian, are necessary to decrease the student/faculty ratio and broaden and enrich the teaching programs of both the BSc and MSc programs. There is a lack of advanced elective courses and applied research opportunities in the area of human nutrition and chronic diseases. It is the committee's opinion that additional faculty would reduce the student/faculty ratio, allow the present staff to dedicate more time to advising graduate students, continuing their own research and other faculty activities.

The committee's impression is that there is a shortage of qualified PhD level trained individuals in Israel to adequately staff the faculty of the three institutions currently offering BSc, MSc and PhD degrees. This would suggest that there is a need to develop an adequate infrastructure to train additional individuals at the PhD level in Nutritional Sciences or encourage promising students to obtain PhD degrees in Nutritional Sciences in other countries and return to Israel to meet future demands, particularly as senior faculty are near retirement age.



### ***Recommendations***

The committee recommends:

Immediate (0-2 years):

- Increasing the involvement of the adjunct faculty in the areas of curriculum and course revisions, and student research supervision. An effort should be made to encourage and enable the adjunct teachers to take part in applied research in the school of nutrition and especially with the internship students in the hospitals;
- Recruiting at least two additional faculty members with clinical experience, preferably with dietetics credentials to augment the strong basic science faculty. A responsibility of the new faculty members should include developing applied clinical nutrition electives and directing applied-nutrition research projects;
- Employing additional graduate teaching assistants with the intent of enhancing both the learning experience of the students and training of these graduate teaching assistants as future academic professionals.
- Reducing the number of faculty (currently 4) in team-taught courses to facilitate maximal integration of the material.

### **Students**

The Hebrew University attracts highly motivated students committed to a program that prepares them in basic nutrition research and its relevance to clinical practice. Admissions are competitive and the dropout rate is relatively low, estimated at ~10%, mostly in the first year of study. The total number of enrolled students in 2006-2007 was 300 and in 2010-2011 it was 354. The large number of students places a burden on a small cadre of faculty members who have heavy teaching loads and ambitious research agendas. In addition, the committee is concerned that this number of students, in addition to the two other institutions with nutrition programs, outstrips the available internship placements.

Enrollment data reveal approximately 300 students in 2010-2011 at the BSc level, up 24% since 2006, 43 MSc students, down 28% from 2006 to the 2010-2011 academic year. Seven doctoral students have completed their degrees in the past five years. The number of graduates listed in the report indicated a much smaller percentage PhDs graduating in the past five years than the numbers that have been enrolled. The committee could not determine whether this is attributable to limited faculty time to supervise the PhD students or lack of focus of the PhD students due to high demands of finding funding and earning critical income. It is the committee's view that a general reassessment of the criteria used to admit PhD students be undertaken to ensure only those students most likely to complete the program are admitted.

The committee met students that were enrolling in the MSc program as a space holder until the opportunity became available to do their dietetic internship. This does not appear to be a good solution to the lack of an adequate number of internship positions or use of valuable graduate student training resources.

### ***Recommendations***

The committee recommends:

Immediate (0-2 years):

- Participate in a nationwide effort involving all the appropriate stakeholders to explore the possibility of adding a fourth year to the Nutritional Sciences BSc program that would include

the dietetic internship, additional nutrition/dietetic specific elective courses and community involvement; please see the General Report for further details;

- Reviewing requirements for admission to the MSc program to ensure it not be used as a space holding period until the opportunity is available to complete the dietetic internship;
- Reviewing requirements for admission to the PhD program to ensure that only those students with a high likelihood of completing the program are admitted and there is an appropriate balance of mentors to mentees to ensure adequate guidance through completion of the degree.

## **Research**

The research conducted by the faculty is of high quality; published in the leading journals in nutrition and dietetics as well as in endocrinology, metabolism, gastroenterology and hepatology; and presented in national and international conferences. There are an impressive number of publications for each member of the faculty, despite the high teaching load, graduate student advising and other faculty responsibilities.

Successful grant applications (also a time consuming effort) yielded in the years 2006-2010 a total of \$4,205,750 (calculated from data provided in the SER). The focus on basic research is a good approach, broadening the professional horizons of both faculty and graduate students. As such, it offers potential benefits for teaching as well as research. However, it would be desirable to introduce applied clinical nutrition research studies. This further emphasizes the need to recruit faculty members with clinical backgrounds, interested in applied nutrition research.

## ***Recommendation***

The committee recommends:

Intermediate (2-4 years):

- Introducing clinical research studies to the department, commensurate with the interests of new faculty hires and developing new research collaborations with scientists currently working in the field to bridge the gap between basic and applied nutrition.

## **Teaching and Learning Outcomes**

### *Teaching*

Despite the statement in the self-evaluation report “The final exam usually represents at least 50-60% of the course grade”, on the basis of the material provided to the committee in many courses the final grade represents 90-100% of the grade. Broadening the methods of student evaluation and providing mid-course feedback could maximize the learning experience.

### *Learning Outcomes*

Many of the course syllabi provided in the self-evaluation report do not include learning objectives, and/or a list of reading material or up-to-date reading material and textbooks. This is of particular concern for courses that address contemporary topics important to students in the field of nutrition/dietetics, e.g., Consumer Behavior, Eating Disorders, or courses central to the field of nutrition, e.g., Physiological and Clinical Importance of Vitamins and Trace Minerals. In some cases multiple books, specific readings and journals are listed as recommended, with no additional specific guidance for each lecture. It is difficult to determine from the material available whether adequate instruction in the areas of contemporary nutrition related health challenges is provided, e.g., chronic disease risk.

### BSc

The Self-evaluation Report states that the purpose of the BSc program in Nutritional Sciences has two central learning outcomes: provide students with research qualifications and knowledge of nutritional research and provide the students with knowledge of, and practical qualifications for, the practice of nutritional therapy. A question arises as to whether the former purpose is appropriate for all students and whether the preparation of students interested in becoming dietitians is compromised at the expense of preparing students to become researchers.

### MSc

MSc students have 1.5 days a week to do research while the other time is spent taking courses and serving as teaching assistants. The information provided indicates "Upon completion of the research, an oral defense is conducted. The final MSc grade consists of 40% thesis, 40% course grades, and 20% oral defense of the thesis". This balance appears appropriate for the program and a benefit to the MSc students, however, it does not apply to the non-thesis MSc students. There was a sense in the committee that an inadequate number of graduate level courses were available to the MSc students.

### PhD

The Hebrew University of Jerusalem is the only institution in Israel currently approved to grant PhD degrees in the field of Nutritional Sciences. From the material provided it appears that the degree is based on acceptable thesis research. No qualifying examination or equivalent is a component of the degree requirements. There is no indication whether formal training in the preparation of manuscripts or grant writing, and the responsible conduct of research (ethics), two skills essential to career development, is provided.

### ***Recommendations***

The committee recommends:

Immediate (0-2 years):

- Developing a standard format for course syllabi which includes learning objectives and indicates specific readings/projects for each class;
- Developing a system to ensure these course syllabi, once deemed complete by the department chair or faculty committee, are updated annually to reflect the changing science in the field of nutrition;
- In those courses for which the final exam represents 90% to 100% of the grade, additional approaches to student evaluation should be introduced to provide mid-semester feedback along with specific grading criteria.

### **Organizational Structure**

The Faculty of Agriculture, Food and Environment is the over-arching framework in which the Nutritional Sciences School operates. This larger framework focuses on agriculture, especially the topics of world hunger and sustaining the environment. This strong focus led the Dean to emphasize to the review committee that faculty are recruited based on excellence in their research, not on particular departmental/program needs for teaching. Thus, the recruiting plan of hiring the best people for research does not focus on the teaching mission. There is no central plan for growth in the Nutritional Sciences faculty nor any hiring priority given to address the needs of the department. Remarkably, the stated mission viewed by the "parent unit" is different from that stated by the Nutritional Sciences School. p.14 "Within the above context, it is clear that the School of Nutritional Sciences is central to our vision for alleviating world hunger. Alleviation of hunger, thereby realizing our main mission, will be achieved by increasing production, protecting natural resources, developing

new and nutritious food supplies and by developing new strategies to meet human nutritional requirements. The two latter objectives are central to the activities and function of our School of Nutrition.” The higher administration appears to be focused on the priorities of the Faculty of Agriculture, Food and Environment, whereas the department faculty appears to be focused on the priorities of the School of Nutritional Sciences.

### ***Recommendation***

The committee recommends:

Intermediate (2-4 years):

- Hiring new faculty on the basis of teaching needs in order to maintain a well-balanced curriculum that supports a comprehensive BSc, MSc and PhD program for the students.

### **Infrastructure**

The review committee was given the impression that inadequate administrative support is provided to the School of Nutritional Sciences. Research laboratories, offices, and classrooms are shared with the Institute of Plant Sciences. The research laboratories that we saw were small and also included desk space. This is not optimal as food was consumed in the same room where laboratory experiments were conducted. In some cases faculty members’ research laboratories were divided between two buildings, presenting logistical challenges to efficient workflow. The instructional kitchen facility is modest. A new building housing state-of-the-art instructional laboratories has been opened recently. Some of the laboratory space vacated by the instructional laboratories in the old building is being renovated for a new faculty member. It is unclear how the majority of the vacated instructional laboratory space will be used. Classrooms and laboratories are equipped with an adequate number of computer terminals. Library facilities appeared to be adequate.

### ***Recommendations***

The committee recommends:

Immediate (0-2 years):

- Assessing the available research space to determine current distribution relative to research priorities and support, and making modifications, if appropriate, on the basis of this review;
- Condensing individual research groups into single spaces/buildings;
- Separating desk space from research laboratories; and

Intermediate (2-4 years):

- Upgrading and refurbishing the teaching kitchen for effective teaching of food preparation and food service.

### **Quality assessment**

There appears that little attention is paid to evaluation of the curriculum and its delivery. The syllabi are limited with regard to information. The self-evaluation report had little information concerning teaching and learning outcomes.

### ***Recommendations:***

The committee recommends:

Immediate (0-2 years):

- Constitute faculty committees to develop a plan for assessing the current curriculum and instituting an ongoing plan to evaluate the curriculum. This committee should involve faculty from all different levels, including adjunct faculty;

Intermediate (2-4 years):

- Identify appropriate resources to support faculty to improve the teaching and evaluation of students.

**Signed by:**

Alice H. Lichtenstein

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Prof. Alice H. Lichtenstein, Chair

Judith A. Gilbride

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Prof. Judith Gilbride

S. Mokady

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Prof. Shoshana Mokady

Maret G. Traber

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Prof. Maret G. Traber

## Appendix 1: Copy of Letter of Appointment



December, 2011

שר החינוך  
**Minister of Education**  
وزير التربية والتعليم

Prof. Alice H. Lichtenstein  
School of Nutrition Science and Policy  
Tufts University  
USA

Dear Professor Lichtenstein,

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 Chair of the Council for Higher Education's Committee for the Evaluation of Nutritional Sciences Studies.

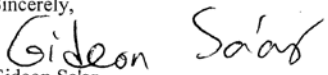
The composition of the Committee will be as follows: Prof. Alice H. Lichtenstein (Chair), Prof. Judith Gilbride, Prof. Shoshana Mokady and Prof. Maret G. Traber.

Ms. Yael Franks will coordinate the Committee's activities.

In your capacity as 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 Chair 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. Michal Neumann, The Quality Assessment Division  
Ms. Yael Franks, Committee Coordinator

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Appendix 2: Site Visit Schedule

**Nutrition Sciences –Schedule of site visit to  
The Hebrew University of Jerusalem**

**Thursday, January 19, 2012, Rehovot Campus**

<b>Time</b>	<b>Subject</b>	<b>Participants</b>
09:30-10:15	Opening session with the heads of the institution and the senior staff member appointed to deal with quality assessment	Menahem Ben Sasson- President Sarah Stroumsa - Rector
10:15-10:45	Meeting with head of Faculty of Agriculture, Food & Environment	Prof. Aharon Friedman
10:45-11:30	Meeting with the academic and administrative heads of the School of Nutritional Sciences	Dr. Oren Tirosh Dr. Roni Shpira Prof. Betty Schwartz Prof. Oren Froy
11:30-12:15	Meeting with senior academic staff (representatives of relevant committees)*	Prof. Betty Schwartz Prof. Ram Reifen
12:15-13:00	Meeting with Junior academic staff *	Dr. Aron Troen Dr. Efrat Monsonego Ornan
13:00-13:45	Lunch (in the same room)	Closed-door meeting of the committee
13:45-14:30	Meeting with Adjunct academic staff (clinical supervisors)*	Dr. Aliza Stark Dr. Anna Aronis Dr. Mor Israely Dr. Tali Sinai
14:30-15:15	Tour of facilities: classrooms, library, labs, offices	

Roni Shapira –Head, Institute of Biochemistry, Food Science and Nutrition  
 Oren Tirosh – Head, School of Nutrition  
 Oren Froy – Head, Biochemistry, Food Science  
 Betty Schwartz – Former Head, School of Nutrition

**Sunday, January 22, 2012, Rehovot and Jerusalem Campus**

<b>Time</b>	<b>Subject</b>	<b>Participants</b>
10:00-10:45	Meeting with BSc students**	Up to 8 students
10:45-11:30	Meeting with MA students**	Up to 8 students
11:30-12:15	Meeting with PhD students**	Up to 8 students
12:15-12:45	Meeting with Alumni**	Lilach Chofi Sigal Sofer Alderoty Galit Dr. Orly Livny
12:45-13:30	Lunch and closed-door meeting of the committee	In the same room
13:30-14:00	Summation meeting with heads of department & school	Dr. Oren Tirosh Dr. Roni Shpira Prof. Betty Schwarts Prof. Oren Froy
14:00-15:15	<i>Travel time back to Jerusalem</i>	
15:15-15:45	Summation meeting with heads of institution	*this session will take place at the main campus in Jerusalem- preident office Menahem Ben Sasson- President Prof. Sarah Stroumsa – Rector

\* 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.