

Sunday, March 17, 2013

Tel-Hai College

Department of Biotechnology

We thank the members of the external committee for the review of the Department of Biotechnology at Tel-Hai College. It has been our pleasure to discuss with them the strengths and weaknesses of our Department. Based on the committee's comments we will undertake the following measures of improvement of our program.

The B.Sc. program

Major Recommendations

Develop a concise and focused mission statement and a detailed strategic plan.

The mission of the biotechnology program at Tel-Hai College is to educate graduates who are equipped with professional background and a solid basis in research skills that will enable them to integrate successfully in occupational positions and continue their studies towards M.Sc. and Ph.D. degrees.

The department aspires to recruit students from all the different communities groups within the Israeli society, to offer academic education in biotechnology to people residing in peripheral areas, and to stimulate the biotechnological endeavors in the Upper Galilee region.

This mission is accomplished by high-quality teaching, many laboratory courses and academic field trips that familiarize the students with the knowledge, requirements, and options in the field of biotechnology, granting them deep comprehension and high capabilities. The program is constantly updated by new courses in keeping with the current developments in biotechnology.

Establish an effective Industry Advisory Board to the program.

The Tel-Hai Department of Biotechnology maintains strong relationship with the biotechnology industry.

MIGAL research institute, in which most of the faculty members conduct their research, is oriented to research in biotechnology. Many of the department lecturers are engaged in related industries.

- Dr. Doron Goldberg is the founder and the chief scientist of Mellitor Ltd., which develops an implanted blood glucose sensor for type-1 diabetes patients.
- Dr. Paula Belinky is the R&D director of RBT - Rakuto Bio Technologies Ltd. of Syneron, which produces specific enzymes for the cosmetics industry.
- Dr. Jamal Mahajna was a senior research scientist at Oncogene Science Inc. in Uniondale, New York, also was the chief scientific officer of PlasaMed, Israel, and the founder and chief scientific officer of MyCure, Israel.
- Prof. Dani Bercovich is the founder and the main advisor of GGA – Galil Genetic Analysis, which conducts high-performance genetic analysis, testing, screening, and diagnostics.
- Prof. Gidi Gross has conducted several joint research projects with Teva.
- Prof. Jacob Pitcovski performs R&D for Abik and Phibro-USA, which produce drugs for the poultry industry.
- Dr. Daniel Katz was Ferring Pharmaceuticals' vice president, founder and CEO of Biovent, founder and CEO of Repeomed, director of Abbott Laboratories Medical, and product manager of Dexxon Group.
- Dr. Beny Tal is CEO of B.T. Tech drug regulation, SSOP, SOP HACCP, and GAP.
- Dr. Itai Zehory is a principal scientist at MultiGene Vascular Systems LTD, which develops therapeutic products for heart and blood vessels.
- Prof. Rachel Amir performs R&D for Colplant LTD., producing human collagen in plants, and for Rimon Winery, a producer of pomegranate wine.
- Prof. Jacob Vaya performs R&D for Abik and Phibro-USA, and for the Seambiotic/Galilee Algae companies.
- Dr. Yigal Bar Ilan is the chief scientist of Milouda LTD, performing chemical analysis for the industry.
- Dr. Segula Masaphy performs R&D for Haifa Chemicals on biological degradation of plastics.

- Dr. Hassan Azaizeh performs R&D for Peleg Hagalil on a mobile integrated sustainable system for treatment of organic wastewater.

Thus, the department's academic faculty is exposed to and engaged in a wide range of aspects of the biotech industry. This involvement benefits the students in the respective faculty members' lectures, seminars, labs, and academic field trips. We appreciate the purpose of the comment that we should help graduates find jobs and should establish a departmental and college advisory committee to help graduates find employment in the biotechnology industry. However, we find it unnecessary to establish a standing advisory committee from the industry.

Establish well designed study tracks

Currently the department offers students three study tracks: general biotechnology, agricultural biotechnology, and pre-med. The pre-med track is a new addition, which we plan to open in 2013/14 (contingent upon sufficient registration). As mentioned in the self-evaluation report, in the past we had two additional tracks, but in light of the students' preference for exposure to a wide range of courses before choosing an area of concentration, we found that these tracks constrained them rather than created opportunities. In addition, the number of students in the biotechnology track (not including agriculture) is not very high – between 30 and 55 per year – and dividing this student body further would result in a low number of students per course. This would detract from the good academic environment as well as presenting economic difficulty. Furthermore, the Faculty of Sciences and Technology has four additional departments in life sciences (which developed out of the Department of Biotechnology): Food Sciences, Nutritional Sciences, Environmental Sciences, and Zootechnology. Hence students who wish to focus on topics offered by those departments may choose relevant elective courses (subject to the approval of the chair of the biotechnology department). Students may also transfer from one department to another, providing they meet the academic requirements.



Do not develop a Ph.D. program

One of the department's missions is to produce high-quality, updated teaching. This most important goal is accomplished by lecturers who are active researchers. Tel-Hai and MIGAL have developed a synergistic environment that combines research and academic teaching. The lab teams at MIGAL consist mainly of students, among them a few Ph.D. students, supervised by academic faculty members of the biotechnology department at Tel-Hai. However, since Tel-Hai College does not have a Ph.D. program, the doctoral students register in one of the universities based on collaboration between their Tel-Hai/MIGAL supervisor and a researcher in the given university. Thus the university in which the student is registered grants the Ph.D., while the research and the supervision is performed at MIGAL. Due to their academic research, teaching, and student supervision in Tel-Hai/MIGAL, many of the lecturers of the Department of Biotechnology have earned academic recognition and many have become professors based on this activity (and others are expected to in the future, as well). Prof. Manuel Trajtenberg, chair of the CHE Planning and Budgeting Committee declared just a few months ago that he sees Tel-Hai College as a leading college in Israel based on many parameters, including its research level. Moreover Prof. Trajtenberg is considering the establishment of a "research college" structure for Tel Hai and a few other leading colleges.

We believe that declaring that the department should not aspire to high-quality research and academic upgrading has a negative effect on the college, on the academic staff, and on the region, and is not consistent with the current views regarding Tel-Hai College.

Revise, enhance and update the curriculum according to what is detailed in the committee's report

This comment is addressed in the response to a similar comment below.

Introduce and implement the Learning Outcomes Assessment concept

In Tel-Hai College, we have adopted the concept of Learning Outcomes Assessment. For many years, we have conducted a "quality survey" regarding both educational and

administrative services. In addition, the chairs of departments hold annual personal, round-table, and class wide discussions with the students in order to improve the learning outcomes. In response to the recommendation of the Evaluation Committee, we have established an Alumni Department, which conducted an alumni survey. This department will continue its activity permanently.

Develop and introduce faculty-member-specific job description and develop a clear set of guidelines that identify and specify, for each promotion steps in each of the academic ranks, the requirements for a successful promotion; once the latter has been developed, fully implement a promotion process that is based on assessing success in meeting the criteria and objectives that are stated in the individual-specific job description.

Tel-Hai College is aware of the importance of describing faculty-member-specific jobs with clear guidelines. These guidelines were recently revised and the updated document is attached (in Hebrew).

3.3 Mission, Goals and Aims

Recommendations:

Immediate (full implementation within one year)

- **Identify and design the specific competitive strength and desired biotechnology-related directions of the program.**

The biotechnology study program at Tel-Hai College provides a broad updated spectrum of the relevant fields. We emphasize high-quality teaching by lecturers who are deeply involved in biotech R&D and industry. The students have access to many labs for "hands-on" learning. We encourage lecturers to be available to the students and create an encouraging and friendly academic atmosphere. Our graduates are of the same high standard generated by the universities. Accordingly, the percentage of graduates who continue to M.Sc. and Ph.D. studies (45% and 17% respectively) is similar to that of some of the universities. Most of our students who do not continue on to higher education integrate into the biotech R&D and industry.



- **Develop a concise and focused mission statement.**

This is addressed under Major Recommendations, above.

- **Develop and implement a strategic plan, consisting of tangible short- and long-term objectives, aimed at meeting the goals and directions included in the mission statement.**

This comment is addressed under major recommendations, above. In addition, it should be noted that there are plans to construct a building on the Tel-Hai campus within the next few years for the research of MIGAL/Tel-Hai lecturers/researchers. This will have a strong positive impact on the department, since it will enable the development of new research groups and provide improved research facilities.

- **Establish an effective Industry Advisory Board to the program.**

This comment is addressed under Major Recommendations, above.

3.4 - The Study Program

3.3.1 The B.Sc. Program

Recommendations:

Immediate (full implementation within 1-2 years)

Establish well designed study tracks and clearly define the course path (cluster) for each of the tracks.

This is addressed under Major Recommendations, above.

Introduce to the curriculum of the first year of studies a compulsory course in technical writing (in both English and Hebrew).

The compulsory course in the second year of studies, *First Seminar*, deals with technical writing in Hebrew as well as presentation of a scientific article written in English. The class is divided into groups of about 15-18 students and personal supervision is provided.

Students take an English exam before beginning the B.Sc. studies and a course in English is provided. Since the academic level of English of many students is inadequate, many of them take up to four semesters of English studies, depending on

their results in the English exam taken before beginning the studies. (The English course is given in all universities and colleges in Israel.) Therefore, B.Sc. programs do not provide courses in technical English; however, the M.Sc. program in Tel-Hai does include such a course.

Introduce a compulsory course in “Ethics in Biotechnology”.

We plan to introduce a compulsory course on ethics in biotechnology in 2013-2014.

Revise, enhance and update the curriculum according to what is detailed in section 3.3.1.

- *Very few of the laboratory courses address analytical approaches and tools that are of importance to modern biotechnology*

The proportion of chemistry laboratory courses is very low (1 CP) and the need for some of the laboratory courses, such as two separate courses “from cell to organism-invertebrates” and “from cell to organism – vertebrates” is questionable.

The committee considers the latter a deficiency and holds the opinion that the laboratory component of the curriculum has to be revised and strengthened by introducing elements that are directly related to modern biotechnology.

In addition to the laboratory courses in chemistry and organic chemistry for a total of 1 CP, we teach laboratory courses in biochemistry (1 CP) and analytical chemistry (0.5 CP).

We recognize the importance of lab courses relevant to modern biotechnology. Thus, in addition to courses such as *Lab in Molecular Genetics*, *Lab in Fermentation*, and *Lab in Biotechnology in Medical Sciences*, many of the courses include laboratory work that is an integral part of the syllabus. The labs consist of 3 to 4 sessions - 12 hours in total. The following courses have integrated labs: *Animal Cell Culture*, *Antibodies in Biotechnology*, *Principles of Immunology*, *Industrial Microbiology*, *Virology*, *Enzymatic Technology*, *Analytical chemistry*, *Introduction to Spectroscopic*, *Analytical Techniques Clinical Molecular Biology*, *Radiobiology*, and *Selected*

Chapters in Histology. In 2013, we added the course, *Plant Biotechnology*, which also includes a lab of 12 hours.

The labs of *From Cell to Organism – Invertebrates* and *From Cell to Organism – Vertebrates* are two short courses of six lab sessions each. They are taught separately for functional reasons: for the students from the Department of Environmental Sciences, only the lab *From Cell to Organism – Invertebrates* is compulsory. Hence they study this course together with the Department of Biotechnology.

- *A need to introduce elective courses that are directly related to modern biotechnology.*

In 2012-2013 three new relevant elective courses were added: *Stem Cells, Innovation in the Biopharma Industry*, and *Plant Biotechnology*.

- *The committee has noticed that since 1993 no significant changes or updates have been introduced to the compulsory courses that are included in the curriculum.*

The report did not emphasize changes made since the opening of the department. However, the organization of a few courses was changed. For example, the course in organic chemistry was divided into two courses (1 and 2), the course in biochemistry was also subdivided into *Biochemistry 1 – Theoretical; Biochemistry 1 – Computational; Biochemistry 2 – Theoretical; and Biochemistry 2 – Computational*.

In addition, the following compulsory courses were added in recent years: *Signal Transduction Pathways and Medical Applications, Introduction to Bioinformatics, Biotechnology in Medical Sciences*, and *Laboratory in Biotechnology in Medical Sciences*. The course in yeast biotechnology was transferred to the M.Sc. program, but select students from the B.Sc. program may attend it.

- *It is imperative that the all of the courses that are included in the curriculum will be reviewed and assessed for their relevance and adequacy.*

We share the committee's view that the curriculum should be reviewed and assessed constantly. We will conduct these assessments more frequently and review all courses in the curriculum in the context of the entire program.

- *The committee perceives the Research Project to be a potential strength of the program and strongly recommends that it should be included in the curriculum as a compulsory requirement rather than an elective.*

We are aware of the great benefit that students gain from the *Research Project* course. However, there are a few obstacles facing its conversion into a compulsory course: (1) The department does not have enough faculty members and labs to supervise all the students, since MIGAL is the research site; (2) if the *Research Project* course becomes compulsory, the number of elective course will have to be reduced, since a smaller number of students will attend them; (3) the *Research Project* is given during the summer vacation, since only then do Israeli students have enough time to daily attend a lab for a few weeks. Many of the students must devote their summer vacation to work or are called up for reserve duty in the IDF; and (4) the research project is currently performed in the labs of MIGAL, where the department's lecturers conduct their research. The Department of Nutritional Sciences and the Department of Environmental Sciences at Tel-Hai also run a research project course and some of these projects are also conducted at MIGAL. Therefore, at present we lack the capabilities to supervise many more students in this format. We hope that with the anticipated construction of the new MIGAL building in the Tel-Hai campus this limitation will be relieved.

Identify and address reasons responsible for significant dissatisfaction with the undergraduate research project and change the course from an elective to a compulsory course.

We addressed the second part of this question in response to the comment suggesting that the research project should be compulsory, immediately above.

As for the dissatisfaction of some of the undergraduates, as of last year, we have been holding a "pre-project introductory meeting." The purpose of the meeting is to avoid unrealistic expectations among the students and provide tools for a sounder choice of project and lab. All second-year students were invited to attend the meeting, in which the lab directors presented their future projects and students were invited to ask questions. We believe that better-informed selection will reduce disappointment and increase satisfaction.



The M.Sc. program

3.3.2. The Graduate (M.Sc.) program

The Master program in Biotechnology (M.Sc.) was established in 2008/2009 and offers both thesis and non-thesis M.Sc. tracks. The program consists of and is critically dependent on a strong collaboration between Tel Hai College and MIGAL Research Institute, where the research of all graduate students is carried out. The committee recognizes the opportunity provided by this collaboration. However, it would like to remind the BTP and its administrators that the main effort of colleges should be focused on its undergraduate study program. This effort has to be directed at dissemination of knowledge and at educating and training graduates who can effectively meet the needs of BT industry while also prepare them for pursuing higher degrees.

Since 2009, the yearly number of students admitted to the program ranged from 14 to 22. The number of students that selected the thesis track ranged from 10 to 17 while that of those admitted to the non-thesis track ranged from 4 to 11. The frontal studies required in the thesis and non-thesis M.Sc. tracks accounts for 30 and 42 credit points, respectively. The non-thesis track requires also a semester long independent research (24 weekly hours at least). The committee has found the requirements for completion of both tracks to be appropriate and in agreement with requirements at comparable programs elsewhere. The committee has found the structure of the grading structure of the graduate studies to be appropriate and adequate.

The committee reviewed the curriculum of the M.Sc. study program and holds the opinion that it should be significantly enhanced and revised. The curriculum has to be strengthened by adding compulsory advanced courses in basic and applied sciences (such as biochemistry, physical chemistry, experimental design and biostatistics, bioethics, etc.). An advanced course in the

practical and analytical concepts and methodologies related to modern biotechnology has to be introduced as well. In order to maintain the overall number of required credit points, some of the current required courses can be offered as electives.

The opportunities provided for graduate students to take elective undergraduate courses should be carefully re-assessed in light of its potential adverse impact on the learning outcomes (of both undergraduate and graduate students). The committee holds the opinion that if not carefully addressed, the academically-heterogeneous nature of the student population (enrolled in a given course) may compromise the value of the course to both undergraduate and graduate students.

The committee strongly believes that the curriculum of the Master program can be enhanced by developing it to consist of a few well defined course paths (or clusters), directed at the specific needs of graduate students with interest in different fields that are associated with modern biotechnology. The latter requires, similar to what has been recommended for the undergraduate study program, that the BTP will hold a thorough discussion aimed at developing several study tracks, directed at specific fields in modern biotechnology, where the competitive strength of the program can be highlighted.

It has been communicated to the committee during its visit that a plan to offer graduate studies towards a Ph.D. degree in Biotechnology exist at THAC. The committee does not support this plan and holds the opinion that the academic and research infrastructure that is needed in order to develop a high quality Doctorate program does not exist in the Biotechnology program at THAC. The committee also holds the opinion that Doctorate programs should be developed at research universities and not in colleges.



Information included in the SER suggests that the BTP would like to enhance interest in its non-thesis graduate studies program, arguing that M.Sc. without thesis may assist those seeking promotion in the industry. The committee holds the opinion that addressing this opportunity requires developing a more structured and focused curriculum for this track (maybe even in several industry-sector-specific course clusters). Additionally, the committee believes that a pre-requisite (for admission) of a proven experience (3 or 5 years) in the industry will be beneficial to this specific track.

The committee has also become aware, through information included in the SER, that the BTP is currently considering an opportunity to develop academic programs that are likely to draw demand. The BTP would like to include such a program in the non-thesis track and design it to offer students applied training in fields such as genetic counseling, specialization in animal diseases, modern agriculture, and medical nutrition. The committee is concerned about this direction and holds the opinion that it has to be approached very carefully, and believes that it will significantly increase the proportion of effort directed by instructors at parts of the program that are not included in the undergraduate study curriculum. The committee holds the opinion that decisions about such directions should be made only if they are aligned with the strategic plan of the program (once it has been established). Yet additionally, the committee believes that such programs should not be integrated into the graduate studies (M.Sc.). Such programs should be offered as a series of Extension Courses. The latter is a very common and successful practice at numerous programs in the USA.

Recommendations:

Immediate (full implementation within one year)

- The committee strongly recommends **against** developing and offering a Ph.D. study program at the BTP.

One of the department's missions is to produce high-quality, updated teaching. This most important goal is accomplished by lecturers who are also active researchers. Tel-Hai and MIGAL have developed a synergistic environment that combines research and academic teaching. The lab teams at MIGAL are comprised mainly of students, including Ph.D. students. The academic faculty members of the Department of Biotechnology supervise these students. However, since Tel-Hai College does not have a Ph.D. program, the doctoral students register in one of the universities based on the collaboration of their Tel-Hai/MIGAL supervisor with a researcher in that university. Thus the university in which the given student is registered grants the Ph.D. degree, while the research and the supervision are performed at MIGAL.

Due to their academic research, teaching, and student supervision at Tel-Hai/MIGAL, many of the lecturers in the Department of Biotechnology have earned academic recognition and many of them became professors based on these activities (and others will do so in the future). Prof. Manuel Trajtenberg, chair of the CHE Planning and Budgeting Committee declared just a few months ago that he considers Tel-Hai College to be a leading college in Israel based on many parameters, including its research level. Moreover, Prof. Trajtenberg is considering the establishment of a "research college" structure for Tel-Hai and a few other leading colleges.

We believe that a declaration that the department should not aspire to high-quality research and academic upgrading will have a negative impact on the college, on the academic faculty, and on the region and is not consistent with the current views regarding Tel-Hai College.

"Although some research activities of faculty members of colleges positively impact the quality of the program, the College and the BTP have to remember that their main focus should be directed at the undergraduate studies program rather than at developing research program. The promotion process has to be based on assessing success of faculty members in meeting reachable goals without penalizing them for not meeting unattainable objectives."

This approach is not consistent with the declared policy of the CHE Planning and Budgeting Committee recently expressed in the new agreement with college faculty members, which encourages and rewards active research. Active academic research naturally requires research students and graduate degree programs in which the students conduct their research.

This view was also clearly expressed by, Professor Trajtenberg on his last visit to the college. The procedures for promotion of faculty members in the colleges, including those of the CHE for granting professorships in colleges, also ascribe critical weight to the research accomplishments of the faculty members. The fact that the CHE approved Tel-Hai College's proposal to offer a thesis (as well as non-thesis) master's degree program in biotechnology and recently also approved the opening of a thesis and non-thesis master's degree program in Nutritional Science clearly indicates the CHE's support of this position, at least in the case of Tel-Hai College, and of its partnership with MIGAL. Moreover, the development report that the college recently submitted to the CHE on the master's degree program in biotechnology received clearly positive response from the Examination Committee. Therefore, we beg to differ with the committee's view that the operation of graduate degree programs could potentially be detrimental to the undergraduate program.

- [Design the graduate study program and its defined study tracks to meet the mission statement and objectives of the strategic plan of the program.](#)

In keeping with the mission statement and objectives stated in the study program's strategic plan, we intend to develop and enhance our teaching staff in the coming years. At present, the opportunities for graduate research focus mainly on the fields of biotechnology and medicine, in which our faculty has leading researchers. In addition to these, we intend to develop graduate programs to meet the demands of the current students of the Faculty of Sciences and Technology who wish to pursue graduate studies. We are interested in developing the following tracks in correspondence with research fields in which we have faculty members at the level of professors and senior



researchers:

1. **Environmental biotechnology. Background:** At Tel-Hai College we have an undergraduate program in Environmental Sciences, but still there is no option for graduate studies in this area. A program has been submitted to the CHE for a graduate program in Water Sciences research, which is expected to attract more students who are interested in advanced studies in the field of environmental biotechnology.
2. **Biotechnology in agriculture and plants. Background:** Tel-Hai College's undergraduate program in biotechnology offers a track in agriculture, including courses in plant sciences. However, the students of this program do not have an option to continue on to graduate studies in this field at Tel-Hai. The college is located in a suitable area for such a program. The Galilee is one of the major regions in Israel in terms of field crops and orchards. Furthermore, researchers in MIGAL conduct extensive research in the fields of agriculture and plants, in collaboration with farms in the region that specialize in growing deciduous and subtropical plants characteristic of the north and in the use of modern aquaculture and algae for various crops. The region also boasts several biotechnology firms, such as Collplant and Protalix, which produce recombinant therapeutic proteins from genetically engineered plants and plant cells and laboratories developing forefront technologies in fruit preservation.
3. **Animal biotechnology. Background:** Two years ago, Tel-Hai College opened an undergraduate track in zootechnology. However, the students of this program do not have an option to continue on to graduate studies in this field at Tel-Hai. The region in which we are located includes numerous farms, herds of cattle, sheep, horses, and deer, as well as a large number of water crops (fish). All these add to the infrastructure for understanding the relationships between practical applications, research, and theoretical studies.
4. **Biotechnology of human genetics. Background:** This field of study is in high demand among the students completing the undergraduate program in biotechnology at Tel-Hai College. Students in such a program would be involved in research, development, and diagnostics of the human genome.



At the present time, because of the small number of students enrolled in the non-thesis track, it is not possible to open additional study tracks based on electives, as suggested in the self-evaluation of the program. The small number of students expected makes the viability of such programs questionable. In our view, two processes would help us to enlarge the number of students in the program. First, massive recruitment of new researchers at MIGAL, who could offer new courses and in whose laboratories the students of the programs could conduct their master's thesis research, would hopefully draw more students. Second, we hope that permanent accreditation of the program will enable us to offer entry students with an undergraduate GPA of 80 or over for the thesis track (today the cutoff is 85), and 75 or over (instead of 80) for the non-thesis track. It should be noted that we proposed these minimum entry criteria, which are currently customary in most of the institutions that offer master's degree programs in the field, in the original plan that the CHE approved, and only later were the minimum were grades raised to 85 and 80, respectively. Every year we receive a substantial number of inquiries about the thesis track also from students whose grade are between 80 and 85 and about the non-thesis track from students with grades between 75 and 80. We believe that accepting these students will eventually enable us to offer additional tracks, as we proposed in the report.

- Graduate study programs without thesis, which are directed at meeting interests of different sectors and/or individuals from the industry, should be offered as series of Extension courses rather than becoming an integral part of the M.Sc. study program.

We run our M.Sc. program in two tracks – thesis and non-thesis – with CHE approval. The students of both tracks take the same required courses and choose their electives from the same list. Significantly, students in the non-thesis track take 18 elective credits, compared with 6 elective credits taken by those in the thesis track. In light of the significant attendance of students in the non-thesis track in all the courses in our program, separating the two tracks would sharply decrease the overall number of participants in many courses, especially electives, reducing the viability of teaching



them because of the small number of students.

Intermediate (full implementation within 2-3 years)

- Review, revise and enhance the curriculum of the Master program, as detailed in section 3.3.2.

At this time, the development report of the master's degree program in biotechnology is in the advanced stage of examination by CHE assessors, who did not see fit to recommend any major changes in the program of courses. At a later stage (in another two or three years), we will examine the inclusion of specific courses as suggested by the committee in section 3.3.2.

Sincerely Yours,



Prof. Yona Chen
President of Tel Hai College