

**Hebrew University of Jerusalem:**

1. Information:

The evaluator used the following documents:

- a. The evaluation committee's report of July/2012.
- b. Implementation report submitted by the institution on June/2014
- c. Any other documents (Appendix)

2. Did the institution implement the evaluation committee's recommendations?

Recommendations	Was the recommendation implemented? Yes/No/Partially	Is the implementation of this recommendation crucial for the continuation of the study program? Yes/no	Is there a need for further follow up before the next round of evaluation? Yes/no/partially	notes
<b>Hebrew University of Jerusalem</b>				
Evaluation was difficult to complete because, in contrast to the two other institutions, the implementation report did not follow the format of the recommendations provided by the review committee.				
Develop 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.	Unclear	Yes	Unable to determine	Report states; "As indicated in our report of September 2013, the five years strategic plan for the development of the School of Nutritional Sciences, is intended to be submitted to the Council of Higher Education by March 2015"
Comprehensive review of the BSc curriculum	Partially, implemented some changes, some not consistent with	Yes	Yes	New courses; -Neuro-endocrinology

<p>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;</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>recommendations, in other cases unclear.</p>			<p>of Human Nutrition (minor comments, why is there no attendance requirement?, evaluation should be more diversified than a single test worth 100% of grade)</p> <ul style="list-style-type: none"> <li>- Role of dietitian in bariatric surgeries</li> <li>- Physiology and Clinical Meaning of Dietary Supplements</li> <li>- Human Nutrition – Micronutrients (minor comment, evaluation should be more diversified than a single test worth 100% of grade)</li> <li>- Human Nutrition</li> <li>- Malnutrition (minor comments, odd to see attendance policy as “free choice”, evaluation</li> </ul>
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<p>be focused on potential areas of coursework overlap and gaps</p> <ul style="list-style-type: none"> <li>• Other factors to consider when reviewing the BSc curriculum should include: <ul style="list-style-type: none"> <li>o increased basic instruction of dietetics during year 1 of study</li> <li>o introduction to nutrition sciences earlier in the program, during year 1</li> <li>o expanded exposure to public health nutrition</li> <li>o more integration of the basic sciences into advanced nutrition course</li> <li>o increased exposure to the food industry</li> <li>o reinstatement of courses in clinical nutrition and evaluation of nutritional status</li> <li>o develop a course that specifically focuses on macronutrients and chronic disease risk</li> </ul> </li> </ul>			<p>should be more diversified than a single test worth 100% of grade)</p> <ul style="list-style-type: none"> <li>- Nutrition for Individuals with Special Needs (minor comment evaluation should be more diversified than a single test worth 100% of grade)</li> <li>- Growth and Development (minor comment evaluation should be more diversified than a single test worth 100% of grade)</li> <li>- Introduction to Nutritional Epidemiology</li> <li>- Selected Topics in Metabolic Integration</li> <li>- Public Health &amp; Nutrition Promotion</li> <li>- Nutrition in the Life Cycle (minor comments,</li> </ul>
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				<p>besides considering common deficiencies should also consider potential overconsumption of nutrients, evaluation should be more diversified than a single test worth 100% of grade)  - Approaches to coping with obesity</p>
<p>Other factors to consider when reviewing the MSc curriculum should include:</p> <ul style="list-style-type: none"> <li>o Determine whether some students are entering the non-thesis MSc program as a default option while waiting for placement in a dietetic internship,</li> <li>o provide greater exposure to the area of advanced clinical nutrition via courses specifically designed for MSc students, and</li> <li>o provide additional guidance with regard to the</li> </ul>	<p>Unclear</p> <p>Yes</p>	<p>not addressed directly</p> <p>Yes</p>	<p>Yes</p> <p>No</p>	<p>Yes</p>

availability of advanced courses at neighboring intuitions that would benefit students in pursuing research careers.	No way of evaluating	Yes	Yes	
Other factors to consider when reviewing the PhD program should include: o 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; o 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; o facilitate students taking courses at other nearby campuses that are not available at the Hebrew University;	Unclear	Yes	Yes	
	No	Yes	Yes	
Connections should be explored with the Hadassah Medical School to create a stronger	Unable to evaluate	Yes	Yes	
	No	Yes	Yes	

<p>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.</p>				
<p>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</p>	<p>No way of evaluating</p>	<p>Yes</p>	<p>Yes</p>	
<p>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</p>	<p>Partially</p>	<p>Partially</p>	<p>No</p>	<p>Addition of Anna Aronis to the faculty</p>

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.	Unable to evaluate	Yes	Yes	
Reducing the number of faculty (currently 4) in team-taught courses to facilitate maximal integration of the material.	Yes	Yes	No	
Students - Recommendations – All noted in report	No material provided	Yes	Yes	
Research - Introduce 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	Premature to evaluate			

between basic and applied nutrition.				
Teaching - 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.	Yes  Cannot evaluate  Partially	Yes  Yes  Yes	No  Yes  Yes	Many of the new courses still list the evaluation as 100% final exam.
Organizational Structure - Hire new faculty on the basis of teaching needs in order to maintain a well-balanced curriculum that supports a comprehensive	Partial	Yes	No	Considerable progress made



BSc, MSc and PhD program for the students.				
<p>Infrastructure – 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;</p> <ul style="list-style-type: none"> <li>• Condensing individual research groups into single spaces/buildings</li> <li>• Separating desk space from research laboratories;</li> <li>• Upgrading and refurbishing the teaching kitchen for effective teaching of food preparation and food service.</li> </ul>	Yes	Yes	No	<p>-Laboratories renovated for two faculty members</p> <p>-Eating locations separated from laboratories</p> <p>-Teaching kitchen renovated</p>
<p>Quality Assessment – 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</p>	Unable to evaluate, however, given the number of nutrition related courses offered likely	Yes	No	

<ul style="list-style-type: none"> <li>• Identify appropriate resources to support faculty to improve the teaching and evaluation of students.</li> </ul>				
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3. Conclusions regarding the implementation of the recommendations. Please include operative recommendations for the continuation of the follow up to be implemented by the institution's administration, department, CHE, PBC, etc.

Considerable positive changes have been made, particularly in terms of nutrition related courses offered, presentation of course syllabi, modifications to infrastructure, and addition of new faculty member. However, in many cases due to the lack of detail in the report it was difficult to conduct a thorough evaluation. Hence, it appears most of recommendations have gone unaddressed. Exceptions are indicated in notes section of the table. Some curricular issues that remain of concern; need for nutrition students to take calculus, fundamental genetics, two semester of organic chemistry (instead of one) and separate course in endocrinology given all the other basic biological related courses the students are required to take relative to all the new elective nutrition courses now available.