



**Committee for the Evaluation of Biology/Life Sciences Study
Programs**

Hebrew University of Jerusalem

Biology Teaching Program

Silberman Institute of Life Science

Evaluation Report

September 2010

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Chapter 1- Background

At its meeting on October 23, 2007 the Council for Higher Education (CHE) decided to evaluate study programs in the field of Biology/Life Sciences during the academic year 2007-2008.

Following the decision of the CHE, the Minister of Education, who serves ex officio as the Chair of the CHE, appointed an Evaluation Committee for the evaluation of the academic quality of biology/Life Sciences studies in Israel. The Committee consists of:

- **Prof. Michael Levitt, Department of Structural Biology, School of Medicine, Stanford University, USA - Committee Chair**
- **Prof. Ueli Aebi, M.E. Muller Institute for Structural Biology Biozentrum, University of Basel, Switzerland**
- **Prof. Yigal Cohen, Faculty of Life Sciences, Bar Ilan University, Israel**
- **Prof. Nicole Le Douarin, Institute of Embryology, College de France, France¹**
- **Prof. Shlomo Rotshenker, Department of Medical Neurobiology, The Hebrew University Medical School, Israel**
- **Prof. Daniel Simberloff, Department of Ecology and Evolutionary Biology, University of Tennessee, USA**

Ms. Marissa Gross- Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the Committee was requested to submit the following documents to the CHE:

1. A final report for each of the institutions, which would include an evaluation of Life Science study programs, the Committee's findings and recommendations.
2. A general report regarding the status of the evaluated field of study in Israeli institutions of higher education.
3. Recommendations for standards in the evaluated field of study.

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

The first stage of the quality assessment process consisted of self-evaluation, including the preparation of a self-evaluation report by the institutions under evaluation. This process was conducted in accordance with the CHE's guidelines as specified in the document entitled "The Self-Evaluation Process: Recommendations and Guidelines" (October 2007).

¹ Prof. Le Douarin did not attend the second round of visits due to personal reasons.

Chapter 2 - Committee Procedures

The Committee held its first meetings on May 8, 2009. At this meeting committee members were given an overview of higher education in Israel and a description of the Israeli CHE. They also discussed Biology/Life Sciences study programs in Israel and fundamental issues concerning the committee's quality assessment activity.

During May 2009 Committee members conducted full-day visits to two of the eight institutions whose Biology/Life Sciences study programs the committee was requested to examine: Hebrew University in Jerusalem and Tel Aviv University. The committee visited the remaining six institutions, the Academic College of Judea and Samaria in Ariel, Bar Ilan University, the Open University of Israel, the Weizmann Institute of Science, the Technion- Israel Institute of Technology, and Ben Gurion University during March 2010.

During these meetings, the Committee met with the relevant officials at each institution, as well as with faculty members, students, and also conducted a tour of the campus.

This report deals with the Biology/Life Sciences Programs of the Silberman Institute of Life Science at Hebrew University.

The Committee's visit to Hebrew University took place on May 13-14, 2009.

The schedule of the visit, including the list of participants representing the institution, is attached as **Appendix 2**.

The members of the committee thank the management of the institution and the Faculty of Life Sciences for the self-evaluation report and for the hospitality offered to the Committee during its visit.

Chapter 3 - Evaluation of Biology/Life Sciences Study Programs at Hebrew University*

3.1 General Background

Hebrew University was established in 1925 and was fully accredited by the Council for Higher Education in 1962.

According to the institution's self-evaluation report, during the academic year 2007-8 there were 528 students studying for a B.Sc. degree in Biology, 249 for a B.Sc. in a joint program between Biology and a related program, 103 for an M.Sc. degree, and 194 for a Ph.D. degree.

The Faculty of Science of Hebrew University of Jerusalem consists of five research institutes, all located in the Givat Ram Edmond J. Safra Campus. One of these institutes is the Silberman Institute of Life Sciences. The Institute of Life Sciences is divided into six departments: Plant Science, Cell Biology, Genetics, Neuroscience, Biochemistry, and ESE (Evolution, Systematics, and Ecology).

According to the university's report, the number of students in the Silberman Institute during the academic year 2007-8 was as follows: 777 students were studying for a BSc degree, 103 for an MSc degree, and 194 were studying for a Ph.D. degree.

3.2 Executive Summary

The Silberman Institute of Life Sciences at Hebrew University faces a daunting array of difficult problems that include shrinking government support, the separation of relevant aspects of life sciences research and instruction at three different locations, and the high cost of living in the Jerusalem area. These problems, particularly the first, were reflected in a pervasive sense of unease and declining morale among the faculty and doctoral students. The self-study, though omitting certain data we needed, was remarkably frank about the depth and scope of problems and aided us to understand them; we sincerely thank the authors. We met few BS, MS and PhD students, but these were of high quality and showed a dedication to research. The few young faculty we met were glad to be at HUJ but had some substantial complaints about support. The six departments are small but productive; however, their small size could lead to a critical mass problem if the academic retrenchment makes them even smaller. Only one department – Evolution, Systematics, and Ecology – comprises almost the entire strength in whole organism biology, and the increasing importance of organism level biology and ecology

* *This Report relates to the situation current at the time of the visit to the institution, and does not take account of any changes that may have occurred subsequently. 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.*

in dealing with many societal and technical problems suggests that this strength is insufficient for a world-class university. Some of the above problems would be ameliorated, and morale would surely be improved, if there were a separate Dean of Life Sciences, rather than having life sciences under a Dean of Natural Sciences administering a much larger unit. These problems have not prevented research output from being superior, with an average output from 2004-2008 of 9.1 papers per faculty member with an average of 15 citation per paper. This research output was achieved at a cost of \$117,000 per paper and \$7,600 per citation.

3.3 Goals and General Situation

The specific mission statement addresses only undergraduate education and not graduate: *“The goal of the undergraduate program in Life Science is to endow the future generation of graduates with the knowledge and tools of modern biology. Our graduates should be ready to continue, via higher education, basic and applied research in all fields of life sciences. They should also be prepared to take part in high school education, or participate in the biotech and pharmaceutical industries.”*

A more general mission statement describes the mission with respect to research and graduate education:

“Learning, Teaching and Educating – The Faculty of Science attracts some of the best students in Israel. The Faculty's aim is to offer them a high level of teaching and training at both the undergraduate and graduate levels, which is based on front-of-the-line academic and scientific expertise and advanced research facilities, aiming at generating highly professional graduates, prepared to cope with any future scientific and professional challenges. “

“Research – The level of research carried out in the Faculty of Science is one of the highest in the world. In their work, spanning many varied disciplines, our scientists and research students contribute to the store of knowledge worldwide. The Faculty's aim is to maintain top class scientific research in all of its varied disciplines by providing its faculty members, both junior and senior, with advanced facilities and means and by monitoring strictly their academic achievement record.”

3.4 Curriculum

Strengths:

- A very few off-campus courses, especially an integrated psychobiology course at Eilat, are intensive, well-liked, and allow students to do intensive work away from the hothouse of Givat Ram.

Weaknesses:

- Life Sciences are scattered physically at Givat Ram, as well as in Jerusalem and beyond. ESE is in a different building from the other

departments, the Mt. Scopus campus is in another part of Jerusalem, and the Agriculture campus is at Rehovot. There are courses at the Mt. Scopus and Rehovot campuses that are of great value to Life Science students, but it is logistically difficult or impossible for students to take them.

- Undergraduates have insufficient laboratory experiences, both in courses and as individuals. This is because of inadequate funds.
- There is a relative dearth of whole organism courses, including field courses.

Recommendations:

- Schedules at the Givat Ram and Mt. Scopus campuses should be coordinated better to facilitate Life Science students taking courses at Mt. Scopus.
- There should be more whole organism courses, including field courses.
- A video link may allow Jerusalem and Rehovot students to share several courses of mutual interest. Lab and field exercises would have to be arranged creatively, but the possibility of such shared courses should be investigated.

3.5 Teaching and Learning

Strengths:

- The faculty and TAs are generally responsive to student questions and complaints.
- Most of the professors are viewed as excellent lecturers and scientists.

Weaknesses:

- The program is hamstrung by lack of sufficient funds for all students to have adequate lab exposure, both in courses and individually.
- Courses that probably should be obligatory (e.g., biochemistry) are optional and not enough students can take them, all because of insufficient funds.
- Joint courses with other faculties (e.g., psychobiology) are the stepchildren of the constituent faculties; no faculty wants to be responsible for funding them.
- The graduate students do not do rotations. They are accepted into a particular faculty laboratory, and there is not a clear, easy way to move into another laboratory if the relationship with the faculty member is inadequate.
- Lecture attendance is not mandatory, but not all course lectures are videotaped, not even all basic courses.

Recommendations:

- Support adequate laboratory experiences for all undergraduates.
- Regularize the operation of interdisciplinary courses and arrange for some department to have clear responsibility for their functioning.
- Improve the infra-structure to have more large class rooms.
- Find a way to increase the number and variety of field courses.

- Consider instituting a mechanism - possibly rotations - that would introduce incoming graduate students to a number of faculty and that would ease the transition of a student from one laboratory to another one if this proves necessary.
- If possible, videotape all course lectures, especially those in basic courses.

3.6.1 BS Students

Strengths:

- The few undergraduate students we met were generally enthusiastic; it is not completely clear how representative these students were, as all of them intend to go on to graduate school. Although they reported that HUU has a reputation among undergraduates for not caring too much about undergraduates, their experiences for the most part did not bear this out, so we cannot verify that this is a problem. They specifically felt that the professors were good.

Weaknesses:

- We recorded a few rather minor complaints (e.g., inability to assess individual TAs for a course; some TAs less than stellar). However, neither did we observe great enthusiasm for the undergraduate program. They uniformly recognize that HUU has an excellent reputation and that a degree from HUU will help them (recall: every one of the few undergraduates we met intends to go on to graduate school). They did not articulate a belief that the education they were receiving in biology was excellent, or better than that at other universities.
- The committee heard complaints about the quality of instruction by some teaching assistants, which appeared valid to the committee.
- In addition, there appear to be too few lab courses and far too few field courses. Second, evolution, which is perhaps the key underpinning principle of all of biology, is not a required undergraduate course. Master's students who had studied in Hebrew University indicated that these lacunae were striking in their graduate degrees. Both complaints seemed justified to the committee.

Recommendations:

- There is not widespread dissatisfaction with the undergraduate experience at HUU, but neither is there a sense of great enthusiasm, as if the students are embarked on an exciting intellectual journey that will both challenge them and prepare them for an exciting career in or related to biology. The faculty should consult seriously among themselves and with students to try to come up with ideas about how to generate more enthusiasm for the undergraduate program.
- Arrange a greater array of lab and field courses for undergraduates.
- Evolution should be a required course for a BSc.

3.6.2 MSc Students

Strengths:

- The 9 master's students we met, though a small sample of the 103 master's students and representing only 4 of the 6 departments, were generally enthusiastic about their research projects.

Weaknesses:

- The master's program differs between departments, and some departments have too few courses suitable for master's candidates.
- For master's students in the Plant Science Department, there are some highly suitable courses at the Rehovot campus, but it is logistically impossible for students at Givat Ram to take them.
- For neurobiology and biochemistry students, there are too few advanced courses.
- In general, there are too few whole organism courses relative to cell and molecular courses. A pollination course in ESE is an exception.
- In order to meet the course load requirement, master's students often must take advanced undergraduate courses because of the lack of advanced graduate courses.
- As TAs, the master's students would like pedagogy courses and other tools to help them improve; these are lacking.
- There are no clear deadlines for finishing an M.Sc. degree, nor is there clear understanding of when funding for an M.Sc. student will terminate.

Recommendations:

- More advanced graduate courses should be offered.
- In particular, more whole organism courses should be offered.
- Logistic arrangements should be developed that would permit students in the Plant Science and ESE Departments to take relevant courses at the Rehovot campus.
- More formal guidelines for M.Sc. candidate time limits and funding should be developed.
- Thought should be devoted to formal ways to aid TAs to improve their performance.

3.6.3 PhD Students

Strengths:

- We met a very small sample (only 9 of the 194 Ph.D. students; none were from the Departments of Plant Science or ESE), but these students were enthusiastic about their research, which appeared to be in important areas.
- Almost all have published at least one paper, some in top-ranking journals.
- None of the PhD students had any complaints.

Weaknesses:

- There are no rotations, so students entering from other universities have insufficient insight when choosing a major professor. In cases where an initial pairing does not work out, it can be extremely difficult to find a new major professor. Students entering the PhD program from within HUJ

(the majority of the students we met) are less likely to find themselves in this situation.

- Available equipment and technical assistance are largely restricted to the laboratory a student is in. Though these differ greatly, there is a frequent problem finding sufficient equipment and/or technical support even for routine research operations, and this hinders student research.
- A student is assigned a committee after a research proposal is submitted, but in general the student has little interaction with the committee members other than the major professor. The student is utterly dependent on the major professor for everything, from intellectual advice and interchange through matters of daily life. The committee is usually engaged only in matters of extremity.
- There is a perception of unhealthy academic inbreeding, perhaps exemplified by the fact that 7 of the 9 PhD students we met had received their previous degrees from HUJ. PhD student committees can, in principle, have external members, but they rarely if ever do.
- Statistics courses appropriate for some PhD students are not given at Givat Ram. Such courses may be available at the Mt. Scopus campus, but the logistics of moving between the two campuses are too onerous.

Recommendations:

- Consider instituting rotations or some other mechanism for incoming students to understand the workings of several laboratories before choosing a major professor.
- Institute regular graduate student committee meetings. We were informed at another meeting that faculty are instituting “mentoring committees” for graduate students, but these graduate students did not know about them. The existence of these committees should be publicized.
- Develop equipment and technical sharing procedures that alleviate the delays encountered by students whose own laboratories lack certain basic elements.
- A Graduate School would, to a great extent, lessen an unhealthy utter dependence of graduate students on their major professors.
- Facilitate the taking of courses at the Mt. Scopus campus, perhaps by distance-learning methods.

3.7 Faculty

Strengths:

- Given the limitation of the extremely small sample with whom the committee met, the faculty all appeared to be active, engaged in important research, enthusiastic about their research.

Weaknesses:

- There were substantial complaints about funding. There were contentions that several faculty did not get all the internal funding they were due at hiring and were not too well funded after that. At least some spend a lot of time writing grant proposals trying to accumulate mostly small grants.

- There was a frequently voiced sense of demoralization caused by the nation-wide academic retrenchment, a sense that an excellent program is struggling to maintain its status in the face of ever-shrinking budgets.
- They have excellent students apply to work with them, but it is often difficult to get funding for them, and it is not always clear that funding will persist through a student's entire stay.
- Hiring decisions are made by the Dean of the Faculty of Science, not by the biologists, whose recommendations the Dean sometimes overrides.

Recommendations:

- The Life Sciences should be their own Faculty, with their own Dean.

3.8 Infrastructure

Strengths:

- We were shown some very well-equipped labs.
- We were shown some good facilities for shared faculty use.

Weaknesses:

- Sharing between laboratories seems sporadic rather than institutional and may hinder research.
- Interactions between the Givat Ram, Mt. Scopus, and Rehovot campuses could be improved, perhaps by video-links and other cyber tools.

Recommendations:

- Improve the infrastructure as resources allow.

3.9 Research

We evaluated research at Life Science Faculties in a consistent manner using the total number of citations to all the papers published by current faculty during the five year period 2004 to 2008. This involved web harvesting from the Web of Knowledge (downloading all papers for 2004-2008), data curation (ensure names are correct, eliminate duplication), and special purpose programming (sum the citations for the current faculty of Life Sciences). Using the cumulative Impact Factor of the journals in which each paper was published gives a very similar result although the numbers are different as many journals are not assigned an impact factor. These data as well as other summarizing data are given in Table 1.

Strengths:

- Research output is in the superior category when compared with other Life Science Faculties in Israel. It is intermediate in terms of the cost of a paper in terms of grant funds and support for postgraduate students.

Weaknesses:

- Departments are small, ranging from 8 to 12, with a mode of 9 faculty. Although they are productive, a critical mass problem may arise with anticipated continued decrease in faculty size.

Recommendations:

- The small size of the departments should mean that the duties of chairing a department are not too onerous. Chair service should rotate through all members of the department to spread this burden as well as prepare the next generation of leaders.

Table 1: Quantitative Analysis of the Silberman Institute of Life Science at Hebrew University

Topics Evaluated (CHE Appendix)	Evaluation Criteria	Values	Topics Evaluated	Evaluation Criteria	Values	
The Academic Faculty	Number of faculty (PI):	All	Research Papers	<u>Period Analyzed (2004-2008)</u>		
		Lecturers		Total Self-reported	879	
		Senior Lecturers		Total Web of Science	498	
		Associate Profs.		Number of Papers per Faculty	9.1	
		Full Profs.		Number of Citations per Faculty	131.8	
		Active Emiriti		Annual Publications per PhD/yr	0.51	
		New faculty in last five years		Annual Faculty Publications /year	1.72	
		Retired faculty in last five years				
				Impact	Number Papers	498
					Number Citations	7,644
The Students	Number of students: Total (2008)	1,07	Total Support (\$x1000)	Total Impact Factor	2,420	
		BSc (2006)		662	Total Impact Factor/PI	44.0
		BSc (2010) as percent of 2006		91%	Papers with 2 or more PIs	10
		BSc (2008)		777	Total Grant Funds	56,526
		MSc (2008)		103	Total Graduate Student Funds	4,125
		PhD (2008)		194	Total Research Funding	60,651
		Postdocs (2008)		30		
Student / Faculty Ratios	BSc students per faculty (2008)	14.1	Resource/ Faculty	5 Year Total Grants per faculty	\$1,026,740	
	MSc students per faculty (2008)	1.9		5 Years PhD Funds per faculty	\$204,000	
	PhD students per faculty (2008)	3.5		Total Research Funding	\$1,102,740	
	Postdocs per faculty (2008)	0.1		Lab. Space per faculty (m2)	100	
	Ratio of TAs / Faculty	2.0		Effectiveness	Cost of a Paper	\$121,789
The Study Program	Number of Teaching Assistants	108	Cost of a Citation		\$8,367	
	MSc Student Stipend (NIS/month)	3,089	Relative Cost of Paper		1.04	
	PhD Student Stipend (NIS/month)	3,202	Relative Cost of a Citation		0.98	

Chapter 4 – General Recommendations and Timetable

Strengths:

- Many excellent faculty producing a substantial amount of high-impact research. This standard should be maintained.
- Enthusiastic students at the bachelors, masters, and doctoral levels. Their various complaints, enumerated above, should be considered by faculty and substantial attempts made to alleviate them.

Weaknesses:

- There is a serious morale problem perceptible at all faculty levels and among doctoral students. Although recent appointments have been made, the anticipated retirement of 11 out of only 55 faculty in the near future in the midst of an announced retrenchment in Israeli higher education leads to great concern; the Dean has announced in general that faculty will be replaced in the near future at about 2 hires/3 retirements. Given that department sizes are already small, this prospect is worrying. There has been reduction in funding in many areas beyond faculty hires during the retrenchment. This exacerbates the morale problem. The committee laments this decline but it is beyond the scope of our charge to recommend what, if anything, to do about it in the short term. However, the Silberman Institute and appropriate representatives of the larger university community should initiate a strategic planning process to determine the scope and direction of life sciences training and research at the Hebrew University of Jerusalem in light of the continuing decline of resources.
- There should be a mechanism, such as a graduate school, to protect the specific interests of graduate students. Their entire existence currently depends too fully on the good will of their major professors.
- Much thought should be devoted to integrating the programs at Givat Ram, Mt. Scopus, and the Agricultural Campus at Rehovot so that students can take full advantage of the strengths and offerings of all three. Mechanisms may include innovative use of the web, better coordination of class schedules, and facilitated transportation.
- Achieving a perfect balance between molecular and whole organism biology is very difficult. The Department of Evolution, Systematics, and Ecology has several excellent research faculty and graduate students, but it has only 11 faculty (1 retirement imminent) and constitutes almost the entire strength in whole organism biology. More attention needs to be focused on ecology and evolution.
- Most importantly, there should be a Faculty of Life Sciences that is not under the Dean of Natural Sciences. The Dean of Life Sciences should report directly to the university president and have the leverage needed to give biology the attention it is receiving at other institutions in Israel and indeed worldwide. Such an administrative structure would almost certainly alleviate part of the morale problem noted above and go some way towards remedying the other weaknesses as well. The faculty need to feel that they have a direct influence on the future of biology at HUJ, and this sense is difficult under a Dean of Natural Sciences.

- We are unable to suggest a timetable given the many uncertainties involved, as well as factors beyond the control of the Silberman Institute such as the organization structure of the Institute in the context of the Faculty of Sciences. However, the committee stresses the importance of the recommendation concerning a separate faculty and that this possibility should be investigated immediately.

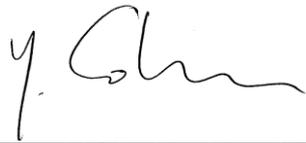
Signed by:

Handwritten signature of Michael Levitt in blue ink.

Prof. Michael Levitt, Chair

Handwritten signature of Ueli Aebi in black ink.

Prof. Ueli Aebi

Handwritten signature of Yigal Cohen in black ink.

Prof. Yigal Cohen

Handwritten signature of Daniel Simberloff in black ink.

Prof. Daniel Simberloff

Appendix 1: Letter of Appointment (Sample)



מדינת ישראל

STATE OF ISRAEL

May 6, 2009

Minister of Education

Prof. Michael Levitt
Department of Structural Biology,
School of Medicine, Stanford University,
USA

Dear Professor Levitt,

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 21st 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 Life Sciences/ Biology Studies. The composition of the Committee will be as follows: Prof. Michael Levitt- Chair, Prof. Ueli Aebi, Prof. Yigal Cohen, Prof. Nicole Le Douarin, Prof. Shlomo Rotshenker and Prof. Daniel Simberloff. Ms. Lilach Weisz will coordinate the Committee's activities.

In your capacity as a 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 a Chair of this most important committee.

Sincerely,

Gideon Sa'ar
Gideon Sa'ar

Minister of Education
and Chairperson of the Council for Higher Education

Enclosures: Appendix to the Appointment Letter of Evaluation Committees
cc: Ms. Riki Mendelzvaig, Secretary of the Council for Higher Education
Ms. Michal Neumann, Head of the Quality Assessment Unit
Ms. Lilach Weisz, Committee Coordinator

Appendix 2: Schedule of Hebrew University On-Site Visit

Biology/ Life Sciences Studies Schedule of site visit to the Hebrew University

First Day: Wednesday, May 13, 2009

Time	Subject	Participants
09:30-10:00 Room 1-408 Silberman Bldg.	Opening Session: The heads of the institution	Prof. Miri Gur-Arie - Vice Rector and head of Quality Assessment Prof. Yaacov Schul Prof. Eliahu Friedman
10:00-10:30 Room 1-408 Silberman Bldg.	Dean of the Faculty of Science	Prof. Gad Marom
10:30-11:00 Room 1-408 Silberman Bldg.	Meeting with Institute Chairman & Head of the Biology Program	Prof. Isaiah (Shy) T. Arkin Prof. Michael Brandeis
11:00-11:45 Room 1-408 Silberman Bldg.	Meeting with Heads of Teaching Units	Dr. Benjamin Aroeti – Cell and Developmental Biology Prof. Guy Bloch - Evolution, Systematics and Ecology Prof. Ariel Darvasi - Genetics Dr. Adi Mizrahi – Neurobiology Prof. Aharon Oren – Plant & Environmental Sciences Prof. Shimon Schuldiner – Biological Chemistry (replacing Oded Livnah who is abroad)
11:45-12:30 Room 1-408 Silberman Bldg.	Meeting with Heads of Interdisciplinary teaching programs	Prof. Nir Friedman – Bioinformatics Prof. Assaf Friedler – Chemistry – Bioolgy Prof. Marshall Devor –Psychobiology Prof. Israel Nelken – Neural Computation
13:30-14:30 Room 1-408 Silberman Bldg.	Lunch with the Head of the Biology Program	Prof. Michael Brandeis
14:30 -15:45	Tour of Campus & Silberman Building	The Harman Library A glance over the Computer Farms Laboratory Building Silberman Building: Bio-imaging Unit, Ctr. For Genomic Technologies, Teaching classes.

Second Day: Thursday, May 14, 2009

Time	Subject	Participants
09:30- 10:00 Room 1-408 Silberman Bldg.	Meeting with teachers from the Faculty of Medicine.	Prof. Yinon Ben-Neriya, Prof. Hanna Margalit Prof. Joseph Shlomai
10:00-10:30 Room 1-408 Silberman Bldg.	Meeting with undergraduate students	About 8 students
10:30-11:30 Room 1-408 Silberman Bldg.	Meeting with Ph.D. students + review of projects	About 8 students
11:30-12:15 Room 1-408 Silberman Bldg.	Meeting with MSc students + review of projects	About 8 students
12:15 – 13:15 Room 1-408 Silberman Bldg.	Lunch & Closed-door working meeting of the committee	
13:15-14:00 Room 1-408 Silberman Bldg.	Summation meeting with the head of the program	Prof. Michael Brandeis
15:00 Mt. Scopus	Summation meeting with the heads of the institution and the program	Prof. Menachem Magidor - President Prof. Menachem Ben-Sasson Prof. Sarah Strumza - Rector Prof. Yaacov Schul Prof. Miri Gur Arie -Vice Rector and head of Quality Assessment