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General

A short summary of the main strengths and weaknesses that were pointed out in the self-evaluation process.

Strengths:

As Israel's pioneer School of Public Health (PH), the School, accredited by APHEA (2015), has a 55-year-long, internationally-recognized tradition of PH capacity-building locally and globally. Our diverse student body can choose from a variety of graduate programs, including Master's degrees in Public Health (MPH), Health Administration, Clinical Epidemiology, Veterinary Public Health (MVPH) and doctoral training. Israeli alumni hold key positions in the healthcare system and academia. Our unique International MPH program (IMPH) trains professionals mainly from lower-income countries, whose post-MPH careers span government, NGOs, academia and clinical practice. The IMPH alumni program is considered an APHEA "best practice".

Our academic faculty, despite its small size and increasing administrative/teaching workload, is dedicated to teaching and to cutting-edge research across the spectrum of PH disciplines and funded by national and international agencies. Faculty members also provide wide-ranging services to our parent institutions, and local and international agencies.

Curriculum development is a dynamic process in our School. Tradition notwithstanding, we have demonstrated innovation, including initiating the MVPH and MPH-specialization in Environment and Health. Our School is known for its rigor and high standards. In an increasingly competitive academic market, Israeli students have many alternatives for PH training. Instead of opting for lowered standards in order to maintain enrollment, we adapted our Master's programs to a mainly one-day-per-week schedule, thereby enabling working professionals to earn our degrees.

Weaknesses:

The main threat is the diminishing size of our academic faculty, increasing reliance on external teachers, and limited resources to hire and retain professional support staff (e.g., programmers/statisticians). Additional challenges include recruitment of high-caliber students in this competitive environment, physical dispersion of School facilities, lack of dedicated space for research students, and timely completion of thesis-track Master's degrees. Having two Parent Units increases the complexity of resource-allocation and administrative decision-making, especially in times of austerity.

A short description of the actions the Institution, the Parent Unit and the Department are going to take in order to improve the weak points that were found.

♦ Given the challenges of the competitive Israeli environment and diminishing staff, we hope that our Parent Units will continue to value the teaching, research, international contributions and considerable service delivered by our School, providing the necessary resources to sustain, support and enhance this unique asset.

- We have initiated and will extend media exposure in order to attract strong candidates for our

programs.

- The new Medical School curriculum will encourage expansion of MD-MPH and MD-PhD programs. Concerted efforts to foster collaborations within the Faculty of Medicine are required.

- To enhance teaching/curricular innovation and efficient utilization of teachers, we plan to develop e-learning options for Israeli and international students as well as for alumni.

- Lessons learned from close monitoring of IMPH students in thesis preparation will be adopted in the Israeli programs, in order to ensure that all Masters-level students can complete their degrees in a timely fashion.

♦ The Hebrew University's Academic Policy Committee, whose members include the President, the Rector, faculty-members representing the Senate, and non-faculty members, will thoroughly discuss the School's self-evaluation report, along with the Evaluation Committee's report. The Committee will recommend to the University's leaders, the Dean, and the School proper actions to improve weak aspects. This may include recruiting new faculty, allocating additional budget, reforming teaching programs and more. In the interim the University approved the appointment of two new faculty members at the School, whose appointments began in October 2015.

♦ Hadassah's management will seriously take into consideration this evaluation process, reflecting Hadassah's continued interest in the School's activities, its success and strengthening, within an appropriate budget. Hadassah assumes that the School's quality will be sustained and even enhanced and that its commitment to co-operation with Hadassah's physicians and management, and to strengthening research and training future generations of managers and clinician-investigators, will continue.

A brief summary of the extent to which the Study Program has achieved its mission, goals and learning outcomes, and whether the outcomes comply with its mission statement.

The School's mission is to strive toward improving the physical, mental and social welfare of the global community, with a commitment towards excellence in multidisciplinary and interdisciplinary public health research, training and practice.

This mission guides our educational, research and professional activities. Unwritten, but assumed in this statement is the ancient commandment of "Tikun Olam"- repairing the world. The variety of programs offered attest to our comprehensive approach to health, including the "One Health" concept embodied in the new MVPH program.

The School has produced >1,000 Israeli graduates since the MPH program was established in 1961 and nearly 850 IMPH graduates from 92 countries since 1971. Most of our alumni are actively involved in PH research and/or practice. Braun School alumni include key decision-makers, leaders and managers in healthcare in Israel and abroad.

Teaching staff are emotionally and intellectually committed to the success of the School, its educational programs, and its students . Many are also involved in service and activities aimed at improving the health and welfare of Israelis as well as the global community. Multi- and cross-disciplinary research produced in our School is published in high-impact journals and is widely cited. Our investigators successfully compete for and receive local and international grant support.

Databases established in the School provide unique data for researchers and decision-makers in Israel and abroad. The School has an international reputation in epidemiology (including life-course epidemiology), health system research and models of primary care (COPC), among others, and is a pioneer in global PH workforce training.

It is clear that the goals of our training programs and research agenda comply with our School's mission. While the ultimate outcomes are difficult to measure directly, the impact of our training and research on health in the broadest sense can be felt both locally and internationally.

Are the Institution, Parent Unit and Department satisfied with the outcomes of the Study Program?

As noted, the University’s management will be able to establish its informed position only after the discussions at the Academic Policy Committee. Based on the current information available, mostly the data presented in this report, the management is satisfied with the outcomes of the Study Program.

Hadassah Medical Organization is satisfied with the outcomes of the Study Program and notes that its graduates are sought-after for the highest positions in the Israeli health care system, in the Ministry of Health, in hospitals, in the community and in the Health Plans, and in other schools of Public Health and research institutes. The School’s faculty members publish in first-tier journals in collaboration with Hadassah physicians, they receive grant support from competitive agencies. In addition, they lead the Quality Indicators Program in Community Healthcare and head the advisory committee for Quality Indicators in Hospitals in Israel, reflecting important contributions to Israel’s health care services.

The School is satisfied with the outcomes of its study programs (see section above).

A. A brief summary describing the institution and its development since its establishment, the date of recognition by the Council for Higher Education; details of the campus(es) where the institution's teaching activities take place (number and location), names of the faculties /schools/departments in the institution.

The Hebrew University of Jerusalem (HUJI) is Israel’s premier university as well as its leading research institution. Founded in 1918 and opened officially in 1925, HUJI is ranked internationally among the 100 leading universities in the world and first among Israeli universities. It offers a wide array of study opportunities in the humanities, social sciences, exact sciences and medicine, encourages multi-disciplinary activities in Israel and overseas and serves as a bridge between academic research and its social and industrial applications. It is among the top winners of the European Research Council's competitive grants to young researchers. One-third of all competitive research grants awarded in Israel are won by HUJI scholars.
In Jerusalem, the university maintains three campuses: the Mount Scopus campus, for the humanities and social sciences (Faculty of Humanities and School of Education, Faculty of Social Sciences, the School of Business Administration, Faculty of Law and Institute of Criminology, School of Occupational Therapy, the Paul Baerwald School of Social Work and Social Welfare, the Truman Institute for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education); the Edmond J. Safra Campus at Givat Ram, for exact sciences (Faculty of Mathematics and Natural Sciences, The Rachel and Selim

Benin School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Edmond and Lity Safra Center for Brain Sciences); and the Ein Karem Campus, for medical sciences (Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, School of Nursing, and the Faculty of Dental Medicine). It also maintains a campus in Rehovot, for the Robert H. Smith Faculty of Agriculture, Food and Environment, and the School of Nutritional Sciences; a campus in Beit Dagan for the veterinary hospital (Koret School of Veterinary Medicine); and one in Eilat, for the Interuniversity Institute for Marine Sciences. The university also boasts three sports facilities, 11 libraries, 5 computer centers, and 6,000 dormitory beds.

HUJI employs close to 900 faculty members, about 2,000 administrative staff, and has 23,387 enrolled students from Israel and 65 other countries. The university is actively engaged in international cooperation in research and teaching, with 150 agreements for joint projects signed with other universities and 25 agreements for student exchanges with institutions from 14 countries, in addition to numerous faculty-based exchange programs. HUJI's faculty members have registered > 7,000 patents, and faculty members and alumni have won 8 Nobel prizes, 1 Fields Medal for Mathematics, 269 Israel Awards, 9 Wolf Prizes, and 33 EMET Prizes.

The university emphasizes excellence in research and teaching. The Office of Academic Assessment & Evaluation, which reports to the University's Academic Policy Committee (headed by the rector), monitors the implementation of recommendations provided by internal review committees and those appointed by the Council for Higher Education. The Office for Teaching and Learning aims to improve teaching practices through workshops, development of evaluation tools of effective teaching, and more.

B. Mission statement of the institution, its aims and goals.

The Hebrew University has set as its goals the training of public, scientific, educational and professional leadership; the preservation of and research into Jewish, cultural, spiritual and intellectual traditions; and the expansion of the boundaries of knowledge for the benefit of all humanity.

The Hebrew University's mission is to develop cutting edge research, and to educate the future generations of leading scientists and scholars in all fields of learning. The Hebrew University is part of the international scientific and scholarly network. It measures itself by international standards and strives to be counted among the best research universities worldwide.

The Hebrew University is a pluralistic institution where science and knowledge are developed for the benefit of humankind. At the same time, the study of Jewish culture and heritage are a foremost legacy of the Hebrew University.

The goal of the Hebrew University is to be a vibrant academic community, committed to a rigorous scientific approach and characterized by its intellectual effervescence. These will both radiate and enlighten the University's surrounding society.

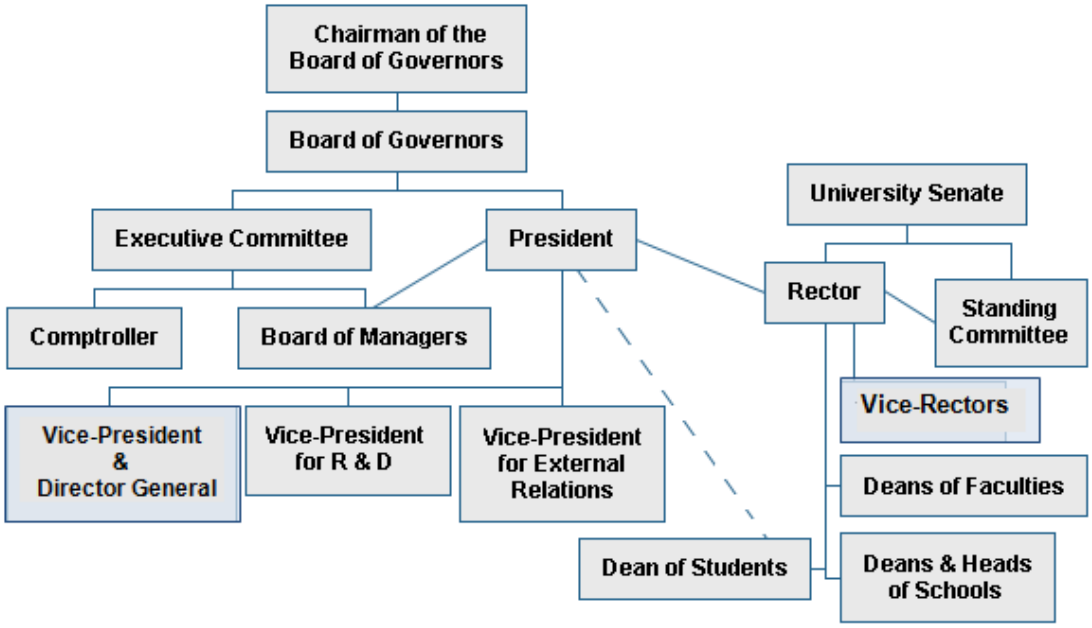
C. A description and chart of the institution's organizational structure, and the names of holders of senior academic and administrative positions

Names of holders of Senior Academic and Administrative Positions (2015)
University Administration:
Chairman of the Board of Governors: Mr. Michael Federmann
President: Prof. Menahem Ben Sasson
Rector: Prof. Asher Cohen

Vice-President and Director-General: Ms. Billy Shapira
Vice-President for Research and Development: Prof. Shy Arkin
Vice-President for External Relations: Amb. (Ret.) Yossi Gal
Vice-Rector: Prof. Orna Kupferman
Vice-Rector: Prof. Oron Shagrir
Comptroller: Mr. Yair Hurwitz

Deans:
Faculty of Humanities: Prof. Dror Wahrman
Faculty of Social Sciences: Prof. Vered Vinitzky-Seroussi
Faculty of Law: Prof. Yuval Shany
Faculty of Mathematics & Natural Science: Prof. Yigal Erel
Faculty of Agriculture, Food & Environment: Prof. Shmuel Wolf
Faculty of Medicine: Prof. David Lichtstein
Faculty of Dental Medicine: Prof. Aaron Palmon
School of Business Administration: Prof. Yishay Yafeh
School of Social Work: Prof. Mimi Ajzenstadt
Dean of Students: Prof. Udi Shavit

Hebrew University, Jerusalem
The Institution's Organizational Structure



Students of the Hebrew University (2014-2015)				
Bachelor degree	Master degree with thesis	Master degree without thesis	Ph.D	Total
11,684	2,354	2,994	2,290	23,387

A. The name of the parent unit and a brief summary of its history, activities and development in the period of its existence.

The Hebrew University of Jerusalem (HUJI)-Hadassah Faculty of Medicine is Israel's first medical faculty.

1924-1946: The Department of Parasitology and later the Department of Bacteriology and Hygiene were founded. HUJI and the Hadassah Women's Zionist Organization of America jointly established the Pre-School of Medicine, providing refresher courses for practicing physicians and initiating medical research.
1946-1948: HUJI and Hadassah agreed to jointly establish the first medical school in Israel, the former overseeing preclinical teaching, with Hadassah University Hospital on Mount Scopus (MS) providing clinical training. Evacuation of MS during the 1948 War of Independence followed the ambush of a medical convoy wherein 78 personnel perished.
1949-1964: The Faculty operated from makeshift premises in downtown Jerusalem. By 1952, 63 students who began their training overseas were awarded HUJI's first M.D. degrees. Pharmacy and Dentistry Schools (later granted Faculty status) were added in 1953. In 1960, the Faculty's clinical departments moved to the new Ein-Kerem (EK) campus, followed by preclinical units in 1964.
1965-1980: Three schools – Nursing (1975), Occupational Therapy (1978, on MS) and Public Health and Community Medicine (1980) joined the Faculty.
1990-2000's: The Faculty today comprises teaching and research facilities in EK, clinical departments in Hadassah-University Hospitals (EK and MS), affiliated general hospitals (Rehovot and Jerusalem) and three psychiatric hospitals. The Institute for Medical Research Israel-Canada brings together scientists engaged in multidisciplinary basic and applied biomedical research. A Military Track in the Medical School was added. The Institute for Drug Research was established to meet 21st century challenges in drug development.

Hadassah Medical Organization

Hadassah Medical Organization (HMO) was founded by Hadassah, the Women’s Zionist Organization of America (HWZOA) over 100 years ago. HMO is committed to excellence in providing medical care, performing medical research and providing academic medical education.
HMO shares responsibility, together with The Hebrew University of Jerusalem, for the administration of two faculties: the Faculty of Dental Medicine in partnership with Alpha Omega International Dental Fraternity and the Faculty of Medicine that includes four academic medical institutions: the Schools of Medicine, Nursing, Occupational Therapy, and Public Health.
The Hadassah Medical Center is a modern, state-of-the-art medical center that encompasses all of the medical subspecialties. It comprises a university tertiary care facility at Ein Kerem and a hospital at Mount Scopus. HMO has over 1,000 beds, 29 operating rooms (some of which are under renovation), 12 intensive care units and over 120 outpatient clinics. Hadassah operates unique centers of excellence in numerous medical fields.
HMO cares for all who enter its doors, regardless of race, religion, gender or political affiliation. Approximately one million patients are served by HMO each year.
Hadassah medical research accounts for more than half of all research carried out in Israeli hospitals. Studies conducted by Hadassah physicians and researchers are published in the world's leading medical journals.
Hadassah serves as a bridge to peace, running training and in-service programs for Palestinian medical personnel and for students from 90 countries. Hadassah provides assistance to medical centers in various developing countries.

B. Mission statement of the parent unit, its aims and goals.

The Mission of the Faculty of Medicine of the Hebrew University of Jerusalem, is to be at the cutting edge in biomedicine through education, research, and community service, while maintaining scientific excellence at the highest international standards. This endeavor is carried out by emphasizing basic human and ethical values together with local community and environmental activism; by exploiting translational research in basic sciences and clinical medicine; and by ensuring that our graduates play a pivotal role in the Israeli health care system, as well as in global medical and clinical research.
The raison d'etre of the Faculty of Medicine of the Hebrew University of Jerusalem is three-fold: to excel in Bio-Medical Research; Medical Education and training of allied health professionals; and Community Service. The Faculty of Medicine impacts locally and globally on Science and Research as the leading medical research institution in Israel; on Jerusalem – as the leading health care provider; on Israel – The Faculty's graduates are heads of departments in hospitals and research centers around the country; on the Jewish People – with research on diseases specific to Jews; on regional collaborations – with bi and tri lateral research programs with Egypt, Jordan, Morocco, and the Palestinian Authority, and globally with programs in Kenya, China and Ethiopia. The Faculty has come a long way since its humble beginnings in 1924 – today it is a comprehensive training and research facility, which can claim credit for training many of Israel's finest medical personnel and for biomedical research breakthroughs, which continue to alleviate human suffering and improve health care throughout the world.

Hadassah Medical Organization

"Founded by Hadassah, the Women's Zionist Organization of America, the Hadassah Medical Organization pioneered the development of health care standards and practices in Israel.
Its main focus and its health care activities are in Jerusalem, and its heritage and emotional links are deeply rooted in the land of Israel and its people.
The Hadassah Medical Organization is also a bridge to peace. It forges links between peoples of all nationalities, races and religions who come to its doors for healing.
In this respect, the Hadassah Medical Organization is committed to excellence, excellence in compassionate and advanced health care consistent with humane and cost effective principles, excellence in research by which the frontiers of medicine are advanced and humankind benefited, and excellence in teaching by which the future generations are assured the highest quality of care and scholarship."
Aims and Goals:
Hadassah has begun a new chapter in its esteemed history. The New Hadassah is based on HMO’s mission to serve as an independent leading academic public hospital in Israel, a tertiary referral center based on new Centers of Excellence; centralizing research, top clinical treatment & teaching; in partnership with the Hebrew University of Jerusalem.

C. Description and chart of the unit's academic and administrative organizational structure (including relevant committees), names of holders of senior academic and administrative positions and list of departments/study programs operating in its framework.

The Faculty of Medicine is one of seven faculties comprising the Hebrew University of Jerusalem (HUJI) under the direction of the President, the Rector and the Board of Governors of the HUJI.
The Dean is elected by faculty members in all schools and academic bodies of the Faculty for a four-

year term, is responsible for all academic functions of the Faculty and reports to the Rector of the University and its governing bodies. This appointment traditionally alternates between pre-clinical and clinical faculty. Vice Deans are nominated by the Dean, pending approval of the University President, Rector and the Standing Committee. The Deputy Dean for Administration is selected and appointed by the University Management. All other Vice-Deans, Assistant Deans members of the Faculty Committees and their Chairs are nominated by the Dean and approved by the Faculty Council. (See chart attached)

The Faculty is comprised of two main research institutes (the Institute for Medical Research Israel-Canada- IMRIC, and the Institute for Drug Research-IDR) and five Schools: The Medical School, The Braun School of Public Health & Community Medicine, The Henrietta Szold School of Nursing, The School of Occupational Therapy, and the School of Pharmacy. The first four are under the common umbrella of HUJI and the Hadassah Medical Organization (HMO), while the latter is administered solely by HUJI. The research institutes and the School of Pharmacy are staffed by faculty members of HUJI. The other schools are jointly staffed by faculty members of HUJI, HMO and affiliated hospitals (in various proportions).

There are more than twenty undergraduate and graduate study programs in the Faculty. These come under different disciplines: Medical Sciences and Microbiology (including, molecular biology, biochemistry, bioinformatics, immunology, physiology, cell biology and more), Neurobiology, Public Health and Community Medicine, Pharmacy, Nursing, and Occupational Therapy.

Academic degrees awarded to those successfully completing these programs are shown in the following chart.

Academic Degrees – Faculty of Medicine

Medical School	School of Pharmacy	School of Occupational Therapy	School of Public Health and Community Medicine	School of Nursing
B.Med.Sc. Bachelor of Science	**B.Sc.Pharm.** Bachelor of Science in Pharmacy	**B.O.T.** Bachelor of Occupational Therapy		**B.S.N.** Bachelor of Science in Nursing
B.Sc. Med in Bio-Medical Sciences				
M.Sc. Master in Bio-Medical Sciences	**M.Sc**. Master of Science in Pharmacy	**M.Sc**. Master of Science in Occupational Therapy	**MSc** Clinical Epidemiology **MPH** Master's in Public Health **MHA** Master's in Health Administration **MVPH** Master's in Veterinary Public Health	**M.Sc**. Master of Science in Nursing
Ph.D.	**Ph.D.**	**Ph.D.**	**Ph.D.**	**Ph.D** Approved 2015
M.D. Doctor of Medicine	**Pharm. D**			

Hebrew University, The Faculty of Medicine
Academic units and administrative organizational structure

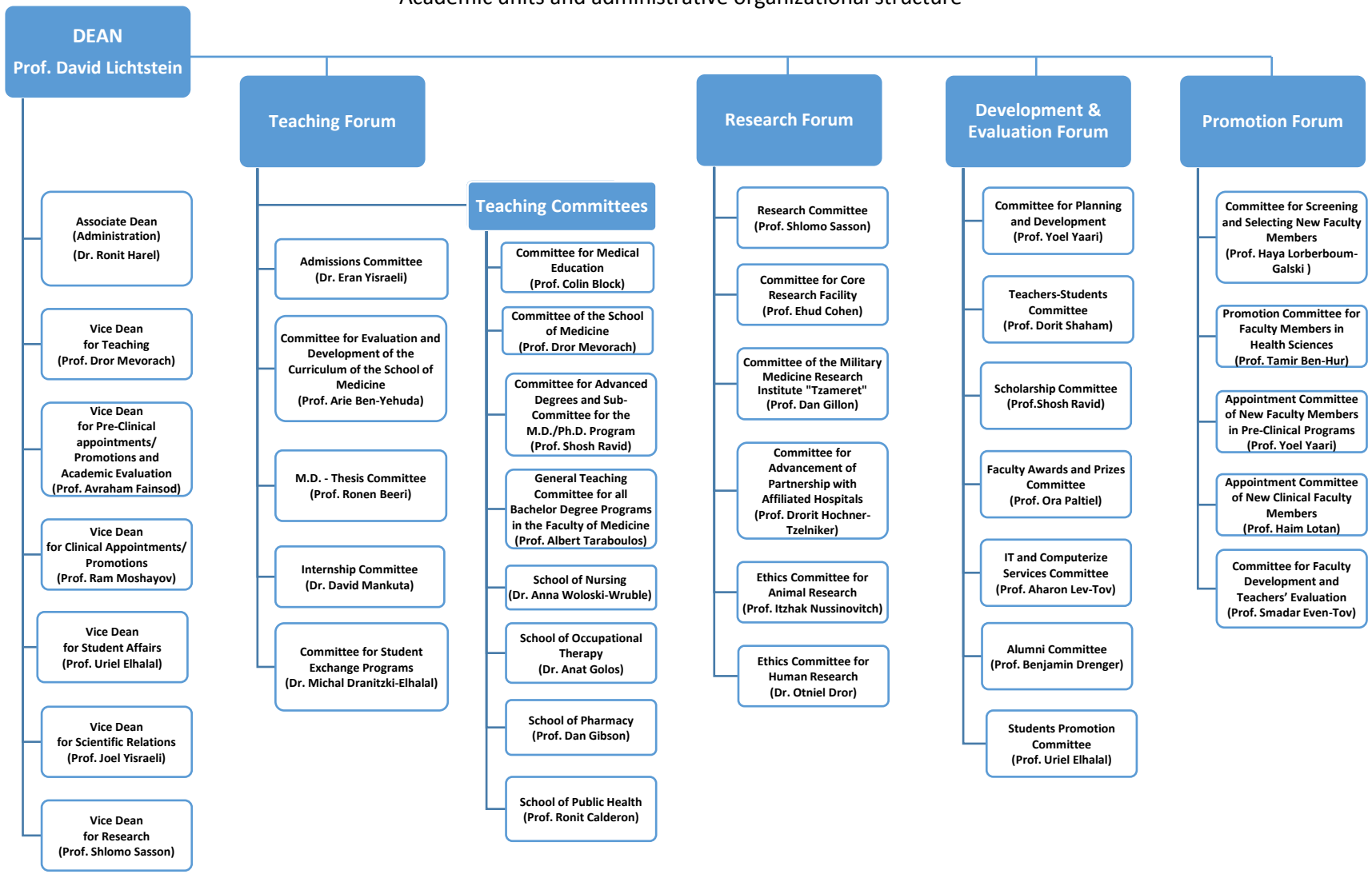


Table 1 - Number of students in the Faculty of Medicine

Student Numbers B.A

Year	2010/11 תשע"א	2011/12 תשע"ב	2012/13 תשע"ג	2013/14 תשע"ד	2014/15 תשע"ה	2015/16 תשע"ו
Medical School	450	505	515	535	536	535
Medical Sciences	144	160	143	163	170	169
School of Pharmacy	470	447	435	404	365	371
School of Occupational Therapy	183	180	181	194	216	239
School of Nursing	579	608	635	623	651	669
School of Public Health and Community Medicine	—	—	—	—	—	—

Student Numbers M.A (with thesis), M.A

Year	2010/11 תשע"א	2011/12 תשע"ב	2012/13 תשע"ג	2013/14 תשע"ד	2014/15 תשע"ה	2015/16 תשע"ו
Medical School (MD)*	345	358	403	436	472	489
Medical Sciences (MSc)	(203)	(190)	(156)	(166)	(146)	(150)
School of Pharmacy (MSc)	(50)	(50)	(65)	(53)	(110)	(107)
School of Occupational Therapy (MSc)	47 (17)	45 (12)	40 (30)	51 (40)	40 (29)	57 (49)
School of Nursing (MSc)	35 (23)	45 (27)	52 (42)	47 (35)	53 (32)	42 (25)
School of Public Health and Community Medicine Israeli programs**	127 [60] (29)	130 [76] (30)	125 [62] (27)	99 [48] (26)	123 [53] (18)	126 [52] (29)

MD Thesis **[Second Year students**]** ** thesis track begins only in 2nd year in the Israeli programs

Student Numbers PhD

Year	2010/11 תשע"א	2011/12 תשע"ב	2012/13 תשע"ג	2013/14 תשע"ד	2014/15 תשע"ה	2015/16 תשע"ו
Medical School	—	—	—	—	—	—
Medical Sciences	261	330	326	290	241	266
School of Pharmacy	113	104	81	80	71	78
School of Occupational Therapy	14	17	19	19	15	15
School of Nursing	—	—	—	—	—	*—
School of Public Health and Community Medicine	30	37	30	28	21	27

*program approved 2015

In the Medical School, each year there is a student exchange program. On average 90 students take part every year. The countries represented include Argentina, Australia, Austria, Belgium, Canada, Chile, China, Cyprus Czech Denmark Ecuador, England, France, Germany, Ghana, Guatemala, Hong Kong China, Hungary Jordan, Macedonia, Mexico, Netherlands, New Zealand, Nigeria, Norway, Palestinian Authorities, Poland, Russia, Slovenia, South Africa, Spain, Taiwan, Turkey, USA and Vietnam

One international student per year joins the BSc in medical sciences. In the last five years there have been 9 international PhD students in Medical Sciences from the following countries: China, India, and Russia. In addition, 122 International post-docs and visiting fellows have been hosted in the Faculty's Medical Sciences programs.

As for the School of Pharmacy, in the last two years, two international students joined the BA program, two Master's level students, three PhD students in each of the last three years. As for Post Docs and visiting fellows, the number has grown from 4 in 2010-2011 to 22 in 2014-15. Their countries of origin are India, US, Serbia, Italy and other European countries, as well as Argentina.

In the School of Public Health the International Program hosts between 19 and 28 international students yearly. These students come from Africa (Burundi, Cameroon, Congo, Ethiopia, Ghana, Ivory Coast, Kenya, Malawi, Nigeria, Sierra Leone, South Sudan, Swaziland, Tanzania, Uganda, Zambia); Asia (China, Japan, India, Nepal, Philippines, Tajikistan, Vietnam, Uzbekistan); Caribbean region and Pacific Islands (Haiti, Fiji, St Lucia, Nevis, Haiti, Papua New Guinea, Fiji, St Vincent, Surinam); South and Central America (Ecuador, Colombia, Guatemala); Europe (Albania, Russia, Macedonia, Ukraine, Kosovo, Norway); North America (USA and Canada), as well as the Palestinian Authority. There are 2-3 International PhDs at any one time in the Program (from Nigeria, Kenya, Turkey). In addition each year the School hosts three visiting students from University of Miami in the Kuvin fellowship program as well as MASA students from the US.

Each year the School hosts on average two visiting fellows/professors for 1 – 4 months.

Number of international students in the faculty of Medicine in the last 5 years							
	B.A	M.A	MD	PhD	Post Doc.	Visiting fellows	Country of origin
Medical School	3	1	126 (2015-16) 222 (2012-14)	0	1	No Data	See text
Medical Sciences	3	0		9	114		
School of Pharmacy	4	2		9	59		
School of Occupational Therapy	0	0		0	0		
School of Nursing	1	0		0	0		
School of Public Health and Community Medicine	0	109		14	1	9	

F. Who decides (internal/external bodies) on the rationale, mission and goals of the parent unit and of the study programs? What were the considerations behind these decisions and are they periodically re-examined and, if deemed necessary, changed? What were the changes made (if any)? How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?

The rationale, mission and goals of the Faculty of Medicine are determined by the Dean, the Vice Deans and the various curriculum committees and are subject to evaluation and approval by the Faculty Council and further by the appropriate University teaching committees and governing bodies. A major function of the general teaching committee is to routinely review existing courses for content and quality of teaching, and consider requests for new courses and teaching methods.
The Faculty Council is the body empowered to accept or reject proposal for changes, reforms, and new programs in at the Faculty of Medicine. The decisions of the Faculty Council are recorded and distributed to all members of the Faculty. Decisions of the Faculty Council are also brought to the attention of the President and Rector of the University. Cardinal decisions, comparable to the changes in the medical school admissions likewise require discussions and acceptance by committees at the university level with the approval of the President and Rector of the University.
Deans and Chairs of Faculty committees often form ad-hoc committees with mandates to evaluate various cardinal issues with the ability to recommend changes and reforms. The recommendations of these committees are subject to the same procedure described above. In addition, teaching committees in the Faculty periodically re-evaluate all teaching programs, suggest new programs, modify or cancel existing programs. The adaptation of these recommendations and decisions require the same procedures described above.

G. What is the Parent Unit's perception of the evaluated Study Program/Department within its greater framework? Is the Study Program represented in the Parent Unit's decision-making bodies?

The Faculty of Medicine is comprised of five different schools: Medicine, Pharmacy, Public Health, Nursing and Occupational Therapy. The longest and the most extensive study program is the training of new physicians in the School of Medicine. The number of faculty members involved in the pre-clinical and clinical programs is the largest in the Faculty. Despite the prominence of these pre-clinical and clinical study programs, the Faculty of Medicine considers the study programs in all schools equally important. Therefore, representative of each schools are voting members in all general committees of the Faculty. Naturally, all academic staff of these schools are full voting members in Faculty Council. The study programs in these schools are established, monitored and coordinated by local teaching committees. Nonetheless, the mandate of the general committees for undergraduate and graduate study programs is to approve, evaluate, coordinate and monitor all these study programs and to foster collaboration within integrative study programs. This mechanism and the academic and administrative structure of the Faculty of Medicine allow for an appropriate and balanced representation of all various undergraduate and graduate study programs in all schools.

Hadassah Medical Organization

Hadassah values the training and skills the School provides in public health research and practice to physicians, nurses, and other health professionals, whether employed by the Hospital itself or by other agencies in the health system (Ministry of Health, health maintenance organizations, the

pharmaceutical industry and others).

The theoretical and practical skills taught in the School upgrade the ability of health professionals to evaluate the challenges they face, and to understand phenomena including their organizational environment, allowing them to become better professionals and successful researchers. The School also provides them with tools for management and understanding economics. Some of the School's dedicated training programs, such as the Master's degrees in Health Administration and Clinical Epidemiology, are of particular relevance and importance to the Hospital's leadership and management, in addition to its employees. Graduates of the Clinical Epidemiology program are equipped to perform clinical research at a high level; MHA graduates are trained to take on administrative and leadership positions. Hadassah views the training in these dedicated programs as well as the streams in the MPH program as important to the Hospital and the healthcare system in general, both locally and globally.

The proximity of the Hospital to the School enables not only teaching, but also collaborations between School and Hospital staff, in both research and practice. Moreover, the professional expertise and objectivity found in the School allow the Hospital administration to call upon the School's faculty to be involved in quality assurance projects, departmental audits, risk management, economic evaluations etc.

Chapter 1 - Study programs

A. The name of the department / study programs, a brief summary describing its development since its establishment. Please attach a copy of the academic diploma awarded to students.

Hebrew University-Hadassah Joseph H. and Belle R. Braun School of Public Health and Community Medicine (herein referred to as “the School”)

Historical Development:
The School's foundations were laid in 1959. A team of South African experts in public health and community medicine led by Professor Sidney Kark was invited by the Hebrew University of Jerusalem (HUJI), the Hadassah Medical Organization (HMO), and the Ministry of Health, under the auspices and financial support of the World Health Organization (WHO), to expand HMO's Department of Social Medicine (established 1947), and integrate it with HMO's pioneering teaching and demonstration Community Health Center (established 1952) in Jerusalem's Kiryat Hayovel neighborhood.

In 1960, the Department of Social Medicine opened Israel’s first academic public health training program. Over the years, additional HUJI and HMO departments and units were integrated including the Departments of Medical Ecology; Health Policy, Management and Economics; Nutrition and Human Metabolism; and Family Medicine, Epidemiology, and Environmental Health Units.

The School was formally established in 1980 through the amalgamation of HMO’s Department of Social Medicine with the Medical Ecology and Nutrition Departments of HUJI's Faculty of Medicine. As such, the School is a legally recognized academic and administrative unit of the HUJI Faculty of Medicine with legal and formal affiliation with HMO.

In 1991, the School was renamed The Joseph H. and Belle R. Braun Hebrew University-Hadassah School of Public Health and Community Medicine.
In 1999, HMO transferred the Community Health Center to the Maccabi Health Services, and in 2003 disbanded the Department of Social Medicine. The School now functions as a single academic entity, with the Health Policy, Administration and Economics Department, Family Medicine Unit and Nutrition and Metabolism Department under its umbrella. Our staff members are salaried employees of HUJI, HMO or Clalit Health Services.

Training Activities

National:

The academic program established in 1960 gained immediate recognition from the WHO as a Master of Public Health (MPH) degree. Over 1000 Israeli students have graduated, specializing in one of three streams: Epidemiology and Biostatistics; Health Management, Policy and Economics; Health Promotion. As Israel’s first school of public health, the School has had a major impact on training and practice in Israel, and our graduates include the overwhelming majority of senior public health personnel in the country.

Today the School offers four Hebrew-language Masters-level degrees: MPH, Master of Science in Clinical Epidemiology (MSc), Master of Health Administration (MHA), and the new Master of Veterinary Public Health (MVPH). Diplomas of each degree are attached.

In addition, we maintain an active doctoral degree program (26 candidates currently registered), training a cadre of independent public health researchers, including three of our current academic faculty members.

The School is also responsible for teaching public health-related courses in the Medical School (see Section F below), and since 2003, offers a joint MD-MPH program.

International:

From its earliest years of statehood, Israel’s policy-makers were committed to impart the knowledge gained from the country’s own development experience. To facilitate the sharing of our learned experiences and expertise with health professionals from developing countries, and to fulfill the School's mission (see Section B below), our English-language International Master of Public Health (IMPH) program was established in 1970. The IMPH degree has since been awarded to nearly 850 graduates from over 90 countries – mostly in developing and transition regions of Africa, Asia, Oceania, Central and South America, and Eastern Europe, as well as developed countries of North America and Western Europe.

The School is well known for its high caliber of training and research. In recognition of substantial public health training efforts in Israel and abroad, the School was designated a WHO Collaborating Centre for Capacity-Building in Public Health (2007-2014).

International Accreditation: As further testament to the strength and rigor of the School`s academic programs, in July 2015 the School was awarded full Institutional Accreditation by the Agency for Public Health Education Accreditation (APHEA), for the maximum six-year term (see Appendix 4.1). Alongside this institutional accreditation, our two MPH programs received APHEA Curriculum Validation. Members of the APHEA Accreditation Site-Visit Team: Professors Laurent Chambaud (Chair), Director, EHESP School of Public Health, Rennes and Paris, France; Fred Paccaud, Director, Institute of Social and Preventive Medicine, Lausanne, Switzerland; Selena Grey, University of the West of England, Bristol, UK.

Summary List of Study Programs:

Master of Public Health (MPH)
Established: 1961; Language of Instruction: Hebrew. The program offers a thesis and non-thesis track (since 1996). Streams: Epidemiology and Biostatistics; Health Management, Policy and Economics; Health Promotion; a specialization in Environment and Health was recently approved. A combined MD-MPH program is open to HUJI medical students with an undergraduate degree.

Master of Science (MSc) in Clinical Epidemiology
Established: 1999; Language of Instruction: Hebrew. Intended target audience: Physicians and health professionals seeking training in planning and conducting clinical research.

Master of Health Administration (MHA)
Established: 2010; Language of Instruction: Hebrew; joint degree program with HUJI's School of Business Administration. Intended target audience: Physicians and holders of 1st and 2nd degrees in health professions. The program aims to provide skills for greater understanding of the health

system and its agencies and prepare students for management positions.

International Master of Public Health (IMPH)
Established: 1971; Language of Instruction: English. Duration: 12 months of full-time study (see Section G below).

Master of Veterinary Public Health (MVPH)
Established: 2014-15; Language of Instruction: Hebrew. This joint-degree program involves HUJI's Koret School of Veterinary Medicine, School of Nutritional Sciences, the Department of Agricultural Economics and Management (Faculty of Agriculture) and our School. Target population: Doctors of Veterinary Medicine (DVM). As the MVPH is formally registered as a new degree program of the Koret School of Veterinary Medicine, it is not addressed herein.

Doctor of Philosophy (PhD)
Established: c1980; Language of instruction: Hebrew and English. Target Population: Israeli and international* students with a research-oriented Master's Degree (or equivalent) interested in becoming independent Public Health investigators. A combined MD-PhD program for HU medical students was established in 2016. *A limited number of outstanding IMPH graduates may return to undertake PhD research via dedicated funding mechanisms.

B. Please describe the mission statement of the department/study programs, its aims and goals. What is the Strategic Plan of the department and its study programs? What actions will be taken in the near future?

School Mission & Goals:

The School's mission is to strive toward improving the physical, mental and social welfare of the global community, with a commitment towards excellence in multidisciplinary and interdisciplinary public health research, training and practice.

The over-arching development goal of the School is to maintain its position as a leading academic institution dedicated to advancing public health knowledge in Israel and worldwide, and inspire personal, professional and political commitment toward 'Tikun Olam' (literally, 'repairing the world' – a Jewish adage that has come to connote social action and the pursuit of social justice, equity and health), or in the words of Krieger & Birn (AJPH, 1998) making the world "a better place, free of misery, inequity, and preventable suffering, a world in which we all can live, work, play, ail, and die with dignity intact and our humanity cherished".

We aim to achieve this through:

* Cultivating and sustaining an integrated multidisciplinary environment that facilitates excellence in research, teaching and creative academic activity
* Promoting and fostering novel multidisciplinary and interdisciplinary research projects among Braun School researchers and in collaboration with scientists, clinicians, and public health specialists from HUJI, HMO, and other leading research institutions in Israel and abroad
* Recruiting and retaining a diverse faculty and staff qualified to support the School's academic and research programs
* Facilitating the continuing professional development of faculty, staff, and students
* Offering curricula that promote integrated multidisciplinary approaches to public health and

prepare the next generation of researchers, teachers, and practitioners to effectively meet the public health-related needs of individuals and communities
* Developing and maintaining fiscal stability, institutional infrastructure and administrative systems supportive of initiatives that advance the School's mission.

Learning Goals:

Broadly, the Learning Goals of the Master-level programs are:

• Gain knowledge and expertise in public health, community medicine and related disciplines.
• Acquire basic measurement tools (epidemiologic, statistical, behavioral and economic) related to public health.
• Attain administrative skills and a deeper understanding of management of healthcare facilities and systems to prepare students for a variety of roles in academia, government agencies, healthcare facilities, community-based organizations and industry.
• Develop skills for planning, administering and assessing community-level and national health services, quality control of medical services, and analyzing community health data toward development of community-based programs.

Vision for the Future:

Our vision was recently crystallized and articulated in response to an invitation by the President of HUJI to consider the long-term development and funding priorities of the Faculty of Medicine. We aspire to take advantage of the considerable expertise and skills of our dedicated teachers and researchers by expanding already-existing content areas in the School as well as opening new frontiers in public health. Given our expertise in data analysis, health care planning and evaluation, clinical and etiologic research across the lifespan, and our proven track record in global health, over the next ten years our vision is to:

• Develop and promote centers for public health genomics, digital health, and mega-data analysis (for clinical care and research).

• Expand interdisciplinary research and programs in environmental health developing tools and techniques to study health consequences of environmental exposures and promote solutions and policies to prevent harmful exposures.

• Become world leaders in health care quality, developing tools for measurement and improvement (in collaboration with physicians in HMO and the community).

• Build capacity for clinical research by education and support of clinician scientists engaged in clinical, bench-to bedside and population research (in collaboration with HMO).

• Apply our extensive experience in life course epidemiology to prenatal origins of adult disease and healthy aging.

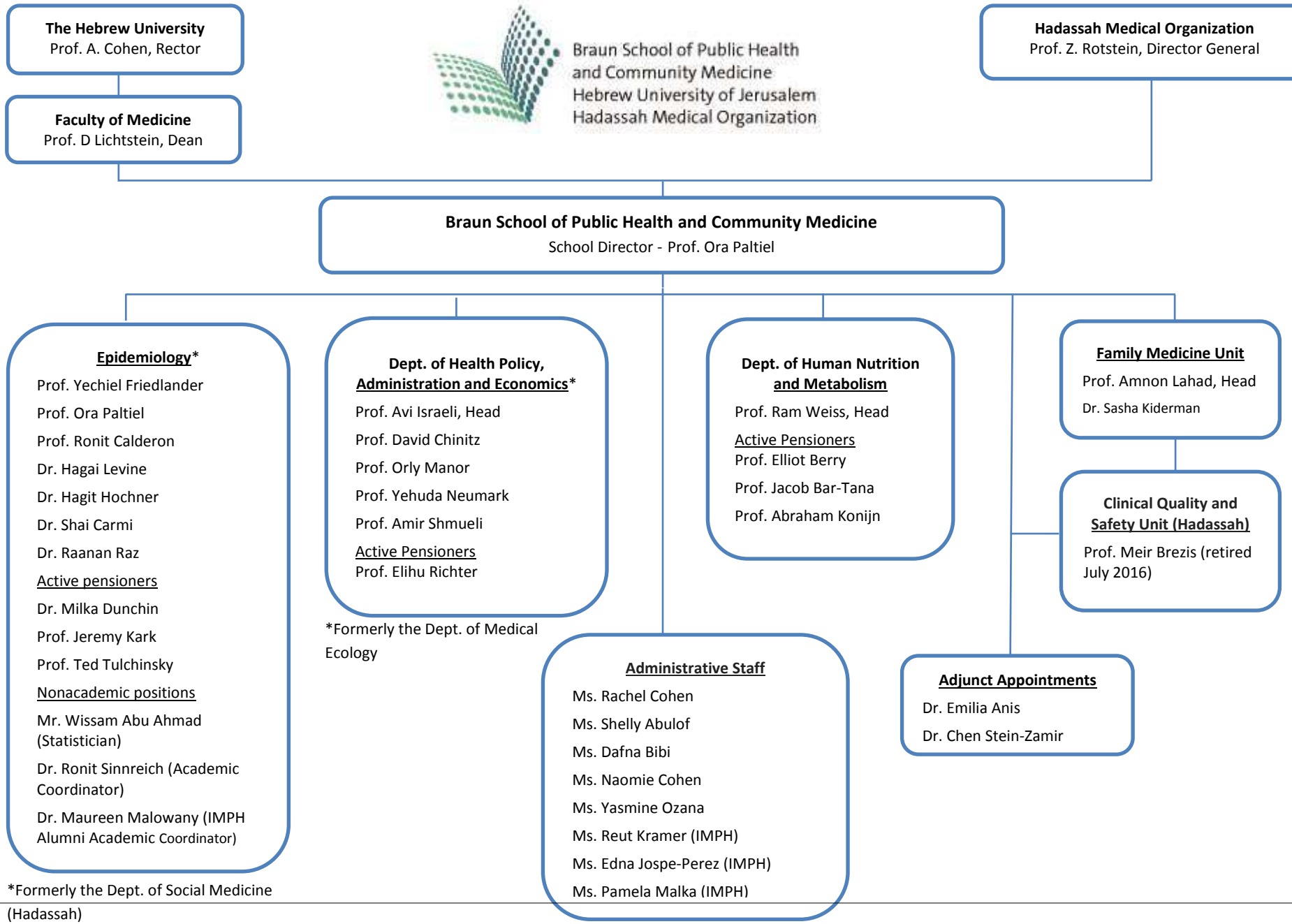
• Establish a nutritional research center to benefit both the individual and the community.

• Establish a center for health policy which will address mental health issues, drug utilization and environmental health and other vital and relevant topics.

• Expand our global health agenda by educating masters and doctoral students from both low and high income countries.

To achieve this vision, our strategic plan includes expanding our current pool of tenured faculty, ensuring that retirees are replaced, and securing institutional support to allocate space and research infrastructure for new recruits in the coming years. We must also ensure sustained and expanded donor support for our IMPH and international PhD programs. Importantly, in the increasingly competitive environment of Master's level public health training in Israel we must maintain our academic excellence and find ways to be attractive to a finite and restricted potential local student body.

A chart of the academic and administrative organizational structure of the departments and its study program



Braun School of Public Health
and Community Medicine
Hebrew University of Jerusalem
Hadassah Medical Organization

Senior Administration & Committee Chairs

School Director Prof. Ora Paltiel

- Governing Committee
  Prof. Ora Paltiel, Chair
- Education Committee
  Prof. Ronit Calderon, Chair
- Teachers-Students Committee
  Prof. Ora Paltiel, Chair
- Admissions Committee for Israeli Master programs
  Prof. Amnon Lahad, Chair
- Admissions Committee for International MPH
  Prof. Yehuda Neumark, Chair
- Doctoral Committee
  Prof. Ram Weiss, Chair
- International Committee
  Prof. Avi Israeli, Chair
- Prizes and Awards Committee
  Prof. Orly Manor, Chair
- Communications Committee
  Dr. Hagai Levine, Chair

Heads of Study Programs

- **MPH**
  Prof. Ronit Calderon
- **IMPH**
  Prof. Yehuda Neumark
- **MSc in Clinical Epidemiology**
  Prof. Ora Paltiel
- **MHA**
  Prof. Avi Israeli

Academic Support Staff

- School Academic Coordinator
  Dr. Ronit Sinnreich
- Secretary for Student and Teaching Affairs - Israeli Masters programs
  Ms. Yasmine Ozana
- Secretary for Student and Teaching Affairs - IMPH
  Ms. Pamela Malka

A flow chart of the Study Programs of the Braun School of Public Health

(3 pages)

MPH	
Pre-Semester	
Intro. courses (Public health; Epidemiology and statistics; Israeli healthcare system) – all students	No credits
Year 1	
1st Semester	
Core courses – all students	12 credits
2nd Semester	
Core courses – all students	12 credits In non-thesis track, 2 of these 12 credits are elective credits
Year 2 At the beginning of Year 2, students decide on track (thesis or non-thesis) and stream (Epidemiology and Biostatistics; Health Management, Policy and Economics; Health Promotion) or specialization	
1st Semester	
Core courses – all students Elective courses – Non-Thesis Track	3-7 (of 10 stream-specific core credits) 2-6 (of 8 total elective credits)
2nd Semester	
Core courses – all students Elective courses – Non-Thesis Track	3-7 (of remaining stream-specific core credits) 2-6 (of remaining elective credits)
Degree Completion Requirements	
Course passing grade = 60 Thesis Track students must pass all courses (65% of final grade) and submit and orally defend a thesis (35% of final grade) Non-Thesis Track students must pass all courses (85% of degree grade) and pass the written comprehensive exam (15% of degree grade)	

IMPH	
Year 1	
1st Semester	
Core courses – all students	30 credits
2nd Semester Students decide on track (thesis or non-thesis) at beginning of 2nd semester	
Thesis Track: Core courses Elective courses Master-Paper Track: Core courses Elective courses	 12.5 credits 6 credits 12.5 credits 12 credits
Degree Completion Requirements	
Course passing grade = 60 Thesis-track students must pass all courses (65% of final grade) and submit and orally defend a thesis (35% of final grade). Master-Paper-Track students must pass all courses (85% of degree grade) and submit and present Master Paper (15% of degree grade)	

MSc. in Clinical Epidemiology	
Pre-Semester	
Intro. courses (Public health; Epidemiology and statistics; Israeli healthcare system) – all students	No credits
Year 1	
1st Semester	
Core courses – all students	9 credits
2nd Semester	
Core courses – all students	6 credits
Year 2 All students are in the Thesis Track	
1st Semester	
Core courses – all students Elective courses – all students	3 credits 2-6 credits (of 8 total elective credits)
2nd Semester	
Core courses Elective courses	5 credits 2-6 credits (of remaining elective credits)
Degree Completion Requirements	
Course passing grade = 60 All students must pass all courses (65% of final grade) and submit and orally defend a thesis (35% of final grade)	

MHA	
Pre-Semester	
Intro. courses (Epidemiology and statistics; Israeli healthcare system; Intro to mathematics and Excel) – all students	No credits
Year 1	
1st Semester	
Core courses – all students	12 credits
2nd Semester	
Core courses – all students Electives	8 credits (2 in Ein Kerem, 6 in Mt. Scopus) Option of 2 elective credits
Year 2 Most students are in the Non-Thesis Track	
1st Semester	
Core courses – all students	8 credits
2nd Semester	
Non-Thesis Track Core courses Elective courses Thesis Track Core courses	10 credits (4 in Ein Kerem, 6 in Mt. Scopus - School of Business Administration) 5-7 (at least 2 credits in each campus) 10 credits (4 in Ein Kerem, 6 in Mt. Scopus)
Degree Completion Requirements	
Course passing grade = 60 Non-Thesis Track students must pass all courses (100% of degree grade) Thesis-track students must pass all courses (65% of final grade) and submit and orally defend a thesis (35% of final grade)	

Table 2 - The Study Program of the Braun School of Public Health

								Weekly Teaching Hours				
Degree (BA, MA, PhD)	**Degree and Stream / Track**	**Year in Program**	**Semester**	**Course Title**	**Course Type: Compulsory (COMP) or Elective (ELECT)**	**No. of Credits**	**Course Prerequisites**	**Frontal lectures**	**Exercise**	**Lab**	**No. of Students**	**Teaching Staff: Name & Employment Degree**
	MPH, MSc - all	1	1	Introduction to Public Health	COMP - MPH & MSc	0	None	0.5			37	C. Stein-Zamir, MD, MPH
MPH, MHA, MSc	MPH, MHA, MSc - all			Statistical Methods for Public Health	COMP - all	4	None	3	1		71	O. Manor, PhD; W. Abu Ahmad, MSc; N. Abdelrahman, MPH
	MPH, MHA, MSc - all			Epidemiology and Research Methods-1	COMP - all	2	Jointly with Interpretation of Epidemiological & Statistical Data	2			57	R. Calderon, MD, MPH; Y. Friedlander, PhD
	MPH, MHA, MSc - all			Interpretation of Epidemiological and Statistical Data	COMP - all	3	Jointly with Epidemiology and Research Methods-1	1.5	1.5		57	R. Sinnreich, PhD; E. Granot, MSc
	MPH, MSc - all			Public Health Services: Planning and Organization	COMP - MPH only	2	None	2			39	D. Chinitz, PhD; O. Toren, PhD
	MHA - all			Introduction to Economics	COMP - MHA only	3	None	3			11	W. Abu Ahmad, MSc
	MPH, MHA, MSc			Use Of S.P.S.S.	COMP for thesis tracks	0	None		0.5		46	E. Ein-Mor, MSc
	MPH, MSc - all		2	Epidemiology and Research Methods-2	COMP - MPH & MSc	2	Epidemiology and Research Methods-1	2			43	R. Calderon, MD, MPH; Y. Friedlander, PhD
	MPH - all			Health Promotion	COMP - MPH	3	None	3			41	M. Donchin, MD, MPH; O. Keidar, PhD, MPH
	MPH, MHA, MSc - all			Health Economics	COMP - all	2	None	2			49	A. Shmueli, PhD
	MPH - all			Environmental and Occupational Health	COMP - MPH; ELECT - MHA & MSc	2	None	2			39	R. Raz, PhD; H. Levine, MD, MPH
	MPH - all			Social Aspects of Health and Disease	COMP - MPH	2	None	2			39	E. Averbuch, PhD
	MPH; MHA; MSc			Logistic Regression	COMP - thesis track; ELECT - others	2	Statistics+SPSS	2			51	W. Abu Ahmad, MA
	MPH - HP stream	2	1	Health Promoting Behavior	COMP - HP stream	2	Health Promotion	2			16	O. Keidar, PhD, MPH; D. Levin-Zamir, PhD, MPH
	MPH - HP stream			Public Health In View Of The Changing Global Environment	COMP - HP stream	2	None	2			16	M. Hanson
	MHA; MPH - HMPE stream			Planning and Evaluation of Health Services	COMP - MHA & HP stream	4	None	4			26	A. Israeli, MD, MPH; D. Chinitz, PhD
	MSc; MPH - E&B stream			Cancer Epidemiology	ELECT	2	Epi & Research Methods-1 and Interpretation of Epi/Stats Data	2			7	O. Paltiel, MD, MSc
	MSc + MPH - E&B stream			Genetic Epidemiology	ELECT	2	Epidemiology and R. Methods-1 or basic genetics course	2			10	H. Hochner, PhD
	MPH, MHA, MSc			Qualitative Methods in Health and Public Health	ELECT	2	None	2			29	D. Chinitz, PhD; O. Toren, PhD, MPH; S. Shafran, PhD, MPH
	MPH, MHA, MSc (non thesis track)			Legal Aspects of Public Health	COMP - MHA; ELECT - others	2	None	2			22	D. Shefi, JD
	MSc + MPH - E&B stream			Statistical Methods for Analysis of Rates	ELECT	2	Statistical Methods for Public Health or equivalent	2	0.75		10	Y. Friedlander, PhD; E. Granot, MSc
	MHA - all; MPH - HMPE stream (non-thesis track)			Reforms in Health Care Systems	COMP - MHA; ELECT - others	2	None	2			26	D. Chinitz, PhD
	MPH-HMPE stream (non thesis track)			Introduction to Financing	ELECT	2	None	2			8	K. Yazhemsky, PhD
	MPH, MHA, MSc		1 & 2	Public Health Seminar	COMP seminar - all	0	None	0.5				H. Hochner, PhD
	MPH, MSc, MHA - Thesis track			Research Forum for Discussion of Dissertation	COMP - thesis track	2	1st year courses	1			20	R. Calderon, MD., MPH; H. Hochner, PhD
	MPH - Non-Thesis track			Integrative Workshop in Public Health	workshop - COMP - MPH non-thesis track only	2	Courses of first 3 semesters (MPH)	2			18	Y. Neumark, PhD, MPH

	MHA		2	Quantitative Methods in Organizing and Planning and Supervision of Health Services	COMP - MHA only	3	None	3			11	J. Schreibman, MPA
	MPH - Health Promotion stream			Community Development for Health Promotion	COMP - HP stream; ELECT for others	2	Health Promotion	2			14	M. Donchin, MD, MPH; O. Keidar, PhD, MPH
	MSc + MPH-Epidemiology and Biostatistics stream			Clinical Trials	COMP - MSc and E&B stream	2	Basic statistics course	2			33	O. Paltiel, MD, MSc; O. Manor, PhD; Y. Friedlander, PhD
	MPH - Health Administration and Health Economics			Economics Evaluations in Medicine	COMP - HMPE Stream & MHA; ELECT for others	2	None	2			39	A. Shmueli, PhD
	MPH, MHA, MSc (non-thesis track)			Public Health Ethics	ELECT	2	None	2			12	O. Dror, PhD
	MPH, MSc			Infectious Diseases Epidemiology	ELECT	2	None	2			27	E. Anis, MD, MPH; R. Singer, MD, MPH
	MPH, MSc			Mother and Child Health Care (MCH)	ELECT	2	None	2			6	R. Calderon, MD, MPH; C. Stein-Zamir, MD, MPH
	MSc; MPH-E&B stream			Survival Analysis	ELECT	2	Statistical Methods for Public Health or equivalent	2			3	Y. Friedlander, PhD;
	MPH, MHA, MSc (non -thesis track)			Disaster and Crisis Medicine	ELECT	2	None	2			33	M. Hartal, MD, MPH
	MSc; MPH-E&B stream			Workshop in Clinical Epidemiology	COMP workshop - MSc; ELECT - others	2	Epidemiology	2			8	O. Paltiel, MD, MSc
	MPH (non thesis track); MSc			Basis Of Marketing for the Medical Profession	ELECT	2	None	2			20	M. Amar, PhD
IMPH	All	1	1	Organization of Medical Care	COMP	2	None	2			23	D. Chinitz, PhD
				Control of Communicable Diseases	COMP	2	None	2			22	D. Chemtob, MD, MPH; R. Jacobson, PhD
				Introduction to Health Promotion & Health Behavior	COMP	3	None	3			21	G. Leib, MSc; O. Keidar, PhD, MPH
				Introduction to Public Health	COMP	1	None	1			21	M. Malowany, PhD
				Introduction to Public Health Nutrition	COMP for IMPH; ELECT for MPH	2	None	2			21	R. Weiss, MD, PhD; R. Goldsmith, MPH
				Survey and Research Methods in Public Health	COMP	3	None	2	1		21	H. Hochner, PhD; G. Lawrence, MPH
				Interpretation of Epidemiological Data	COMP	4	Jointly with Principles & Uses of Epidemiology	2	2		21	Y. Neumark, PhD, MPH; G. Lawrence, MPH
				Principles and Uses of Epidemiology	COMP	3	Jointly with Interpretation of Epi & Statistical Data	3			21	Y. Neumark, PhD, MPH
				Health Economics	COMP	2	None	2			23	A. Shmueli, PhD
				Public Health Practice Organization & Evaluation	COMP	2	None	2			21	T. Tulchinsky, MD, MPH
				Basic Statistical Methods for Public Health	COMP	6	None	4	2		21	M. Baras, PhD; T. Bdolah, MSc
			1 & 2	Public Health Seminar	COMP seminar	0	None	0				H. Hochner, PhD
				Sociological Aspects of Health & Disease	COMP	2	None	2			22	D. Rier, PhD
				Environmental and Occupational Health	COMP	2	None	2			21	H. Levine, PhD, MPH; R. Raz, PhD
				Qualitative Methods in Health and Public Health	COMP	2	None	2			24	T. Rehavi, PhD
				Community Oriented Primary Health Care Workshop	COMP workshop	4.5	None	4.5			21	Y. Neumark, PhD, MPH; O. Keidar, PhD, MPH
				Research Forum for MPH Thesis	COMP	2	None	2			21	O. Paltiel, MD, MSc; H. Hochner, PhD
				Health Promotion	ELECT	1	None	1			12	O. Keidar, PhD, MPH
				Selected Topics in Epidemiology (not given in 2015-16)	ELECT - IMPH & MPH	2	Introduction to Health Promotion & Health Behavior	2				R. Calderon, MD, MPH
				Maternal and Child Health (MCH)	ELECT	2	None	2			12	R. Calderon, MD, MPH; C. Zamir-Stein, MD, MPH

			2	Economic Evaluations of Public Health & Medical Interventions	ELECT	2	None	2			7	A. Shmueli, PhD
				Public Health Ethics	ELECT	1	None	1			15	O. Dror, PhD
				Introduction to Public Health Demography	ELECT for IMPH and MPH	2	None	2			15	A. Paltiel, MSc
				Statistical Methods for Analysis of Rates	COMP - thesis track; ELECT - others	2	Statistical Methods for Public Health	2			12	M. Baras, PhD
				Geographic Information Systems (GIS) and Public Health	ELECT - IMPH & MPH	2	None	2			32	A. Ben-Nun
				Risk Approach in Health Services (being replaced starting 2016	ELECT	2	None	2				T. Tulchinsky, MD, MPH
				Multidisciplinary Aspects of HIV/AIDS	ELECT	2	None	2			10	D. Chemtob, MD, MPH
				Family Planning (not given in 2015-16)	ELECT	2	None	2				R. Shtarkshall, PhD
				Public Health Dentistry (not given in 2014-15 or 2015-16)	ELECT	2	Dentists only	2				H. Sgan-Cohen, DMD
				History of Public Health Epidemiology	ELECT	1	None	1			1	M. Malowany, PhD
				Community Mental Health	ELECT - IMPH & MPH	2	None	2			20	I. Lurie, MD
				Aging: Epidemiology and Services	ELECT - IMPH & MPH	2	None	2			8	I. Rasooly, MD, MPH

F. Does the study program provide courses to other units? If "yes", please elaborate.

Above and beyond the courses taught within the framework of the School's Masters-level programs, the School provides courses to other units within the Faculty of Medicine.

Sustained efforts over the years on the part of School faculty members, and a growing understanding in the Faculty of Medicine of the importance of incorporating public health into the training of physicians, resulted in an impressive growth of public health related content in the curriculum of medical students in our HUJI Medical School. Today, the School is responsible for an extensive teaching program for students in the Medical School where we provide the following courses*:
Year[1] – Statistics (6 Credits; 84 hours)
Year[2] – Research Methods[1,2] (2 credits; 28 hours)
Year[3] – Evidence-Based Medicine[1,3] (3 credits; 42 hours) and Introduction to Public Health[3,4] (3 credits; 42 hours)
Year[5] – Epidemiology and Health Management & Economics[1,3] (4 credits; 56 hours, 2-week intensive course)
Year[6] – Rotation in Family Medicine (2 weeks)

Our teachers supervise some undergraduate medical students in their “Bachelor’s seminar paper” when they choose to write on public health topics. Furthermore, our teachers supervise MD theses.
The Medical School has recently undergone a major curriculum reform, some of which will affect the teaching provided by the School of Public Health, but will also enable more students to undertake joint MD-MPH degrees.
In 2016 a new advanced statistics course has been introduced for BSc. (Biomedical Sciences) as well as our students.

In addition, our courses are open to PharmD students of the School of Pharmacy. Some courses, such as the Clinical Trials course are mandatory for PharmD students. The Clinical Trials course is also mandatory for the MA program in Biostatistics.
Our basic Statistics course is required for the Genetic Counseling MA.

A number of elective courses in the IMPH program are open to Israeli students, and our courses are open to HUJI graduate students in Biostatistics, genetic counseling, nursing, community development and other related disciplines.

Individual teachers in our School are actively engaged in teaching other courses in the Medical School (on Metabolism, Nutrition, the Metabolic Syndrome, Hematology and others, and in the School of Nursing.

Faculty members from the Family Medicine Department organize and actively teach in the Diploma program for Family Medicine Residents.

G. Internationalization: are there any international features in the department (e.g. student exchange, courses in English or other foreign languages, etc.)?

The International Master of Public Health (IMPH) Program is a unique training program within the School and Israel that has gained worldwide recognition.

The goals of the IMPH program are to support Israel's contribution to global health by providing high quality training for public health students and professionals predominantly from the 'developing' world. We also aim to expose our students to Israel's history, culture, geography and archeology through an extensive social-cultural program that incorporates formal and informal lectures and discussions, celebration of holidays and festivals with faculty members and Israeli students, and tours to historical and modern Israeli attractions.

The Program, taught wholly in English, offers a scientifically stimulating and culturally rewarding experience of study and interaction with peers from diverse professional, cultural and geo-political backgrounds in the unique setting of Jerusalem. Since its establishment in 1971, the IMPH degree has been awarded to 850 graduates from developing and transition regions of Africa, Asia, Oceania, Australia, Central and South America, and Eastern Europe, as well as developed countries of North America and Western Europe. Thus it has been a significant contributor to capacity building in Public Health worldwide, by training the practitioners, researchers and teachers in the field across the globe.

The IMPH Program provides its trainees with tools for examining public health challenges and formulating relevant responses at the institutional, community, and national level. Our students are therefore encouraged to work on data from their own communities and incorporate their own experiences and local health issues into their academic work (see particularly Section C.1 in Chapter 2 for a description of the COPC Workshop).

During the 12-month intensive course, students develop knowledge and skills in a broad range of disciplines. The IMPH curriculum, as that of the MPH-Israeli program, is based on the core competencies for public health professionals models developed in Europe (by ASPHER (G:AIMPHECCMPHE1.pdf) and in North America (by ASPH (http://www.aspph.org/app/uploads/2014/04/Version2.31_FINAL.pdf) and PHF (http://www.phf.org/resourcestools/Documents/Core_Competencies_for_Public_Health_Professionals_2014June.pdf) that stress the cross-disciplinarity of the sciences involved in public health. The IMPH curriculum maintains a strong focus on quantitative thinking and skill development as sound public health decision-making and practice requires carefully collected, analyzed and interpreted information.

An important component of the IMPH curriculum is a series of professional visits to Israeli volunteer and governmental public health initiatives, including Yad Sarah (the largest voluntary organization in Israel, that provides a spectrum of free or nominal cost services designed to make life easier for sick, disabled and elderly people and their families), the JDC (the world's leading Jewish humanitarian assistance organization), well-mother and baby clinics, ALYN pediatric rehabilitation hospital, a Bedouin primary care clinic, Magen David Adom (Israel's national emergency medical, disaster, ambulance and blood bank service), health facilities for undocumented migrants, among others. Students are expected to submit diaries/blogs on these visits at the end of the year.

All IMPH students undertake a mentored thesis or master-paper project through which they gain research experience and hone their skills in scientific writing.

It is important to note that all students from low-income and transition-income countries are accepted into the program with a full scholarship that covers virtually all expenses associated with studying and living in Israel. We award 15-20 such scholarships annually.

The IMPH training experience prepares graduates to take up key positions as leaders and teachers in the field of public health in their home countries. Our IMPH alumni can be found in academia in

leading universities worldwide, government service at all levels including federal ministers of health, in the non-governmental sector nationally and internationally, in clinical practice, and industry.

The Pears Alumni program contains a strong academic element including providing Seed Grants and a mentorship program to our international alumni, encouraging and providing resources for post-IMPH research. Described elsewhere (see chapter 3) are the alumni conferences (both in Israel and in Africa) which also sustain bonds with the School as well as promoting life-long learning.

The School regularly carries out (non-degree) training workshops on various health topics in countries in Africa, Eastern Europe, and Asia, and hosts short-training courses in Jerusalem for health-professionals from developing and transition countries. Most recently, in November 2015, we hosted a training workshop for 25 Chinese health officials from the Hunan Province on non-communicable diseases.

The School also hosts a bi-annual Study Tour of Israel's healthcare system by students enrolled in George Washington University's Healthcare Administration Program (see https://gwtoday.gwu.edu/course-worth-flying and herehttp://publichealth.gwu.edu/content/healthcare-israel-trip. Participants are awarded credits by GWU toward their degree.

Each year, the School hosts 2-3 MPH, MSPH and MD/MPH students from the University of Miami for a summer internship. The Miami Israel Science and Health (MISH (http://www.kuvinfoundation.org/#!description/c20hh) fellowships are sponsored by the Kuvin Foundation and are intended for individuals who express an interest in international scientific collaboration in the Middle East region.

H. If so, how is the quality of the international elements assured? If there is student exchange, what are the mechanisms for recognition of the students' courses taken abroad?

The IMPH curriculum is governed by the same strict academic regulations and frameworks as our Hebrew-language programs as set by HUJI, the Faculty of Medicine and the School. To be considered for acceptance into the program, a candidate must meet the minimum entrance criteria of holding an academic degree (BA/BSc, MA/MSc, MD) in medicine, dentistry, nursing, another allied health field, or in one of the basic biological or social sciences relevant to health from a recognized university. Applicants with a bachelor’s degree only must have obtained an overall grade of at least 75% (GPA 3.0/4.0) in their undergraduate studies.

Acceptance into the IMPH program is conditional upon approval by the IMPH Admissions Committee and authorization of the applicants' degrees and transcripts by HUJI's Office of Overseas Students Admissions.

To be eligible to receive the MPH degree, students must successfully complete all the academic requirements of the degree as detailed in Section D above. As noted, the MPH programs have been recently accredited by APHEA.

No courses are taken in other academic institutions in Israel or abroad as part of a formal exchange. Individual students may obtain recognition for a limited number of courses studied abroad or at other institutions (generally not more than one or two) by submitting the course syllabi and grades obtained to their program director, and on condition that they have not been used toward another

degree.

I. Specify what bodies are responsible for the planning and managing of the study program. What are the mechanisms responsible for introducing changes and updating the study program, and how do they operate. If fundamental changes have been made in the study program during the last five years, please specify what they are.

The planning and management of the study programs is the responsibility of the Education Committee. The Committee meets regularly and supervises changes in curriculum and course schedules, and considers proposals for changes in the School's teaching activities such as proposals for new study programs, new courses or changes in curriculum. Major changes in study programs approved in the Education Committee are ratified by the School's Governing Committee and the School Council and are then presented to the Faculty of Medicine's Teaching Committee for Advanced Degrees. The Education Committee is comprised of the directors of the School's study programs, the Academic Coordinator, a PhD candidate, a Master’s student, and other faculty members.

Proposals for the establishment of new specializations or degree programs are presented to Hebrew University's Standing Committee of the Senate for formal approval.

This process was undertaken for the establishment of the MHA program in 2010, the MVPH in 2014, and the Environment and Health Specialization (in the MPH) in 2016.

The Teachers-Students Committee holds meetings with student-representatives of the various study programs and receives feedback on the programs, individual courses and teachers. This feedback is often brought up for discussion in the Education Committee. The School Director and the Academic Coordinator represent the School on the Teachers-Students committee.

In recognition of the fact that most of our students in the Israeli programs are adult learners who work, and in light of increasing competition from other universities and colleges in Israel offering similar study programs, in 2014-2015 we undertook a major revision in our Hebrew-language teaching to accommodate a one-day-a-week curriculum. The planning process for this change was itself challenging and took about one year, and involved, inter-alia, reviewing the syllabi of all courses with an aim to minimize (unintended) overlap and repetition. The number of credits was cut by 3-4 credits in the various thesis tracks and 5-9 credits in the non-thesis tracks. The result of the shift to a one-day per week program was a significant increase in the number of students enrolling in our Hebrew-language programs.

The teaching curriculum also responds to contemporary thinking in public health priorities and research by incorporating relevant elective courses such as Geographic Information Systems (GIS), that was recently introduced in response to increasing needs for spatial analysis and epidemiologic studies using geocoding, and Community Mental Health which was reintroduced as an elective course after not being offered for a number of years. Some faculty members are exploring, together with resource persons at HUJI, the possibility of converting all or part of their courses into e-learning courses.

Proposals for new courses are presented in writing and orally to the Education Committee which considers and votes on the proposal. Accepted proposals are ratified by the Faculty of Medicine's Teaching Committee for Advanced Degrees.

J. Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.

As noted, the content and curriculum of each new course is authorized by the Education Committee and the Faculty of Medicine's Committee for Advanced Degrees. As per Guideline 1.9 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) (http://www.eua.be/Libraries/quality-assurance/esg_2015857166ca84b96a879ce5ff00009465c7.pdf?sfvrsn=0), examination of the content of individual existing courses, and coordination of course-content across the study program is conducted, although on an ad-hoc, quasi-systematic manner.

By way of example, the review of the course syllabi in anticipation of the shift of our Hebrew-language teaching to a one-day-a-week curriculum, revealed some unintended replication of content that was being taught in two core courses - Epidemiology and Research Methods. Deletion of the duplication allowed additional material to be introduced into the syllabus, and resulted in the merger of these two courses. The process of designing the unified course involved a thorough examination of the content that had been taught in both courses.

In addition, students may formally (within the framework of the Teachers-Students Committee or in the end-of-semester course evaluations) and/or informally, bring to our attention the need for improving the teaching/content of a specific course or for better coordination in the teaching of certain courses. Such recommendations will subsequently be considered by the Education Committee. Two years ago, IMPH students suggested that some content of the 2nd semester elective Health Promotion course would be useful to all students and should be presented in the 1st semester (as useful background for the 2nd semester COPC Workshop) within the core Introduction to Health Promotion and Health Behavior course. This recommendation was brought to the attention of the teachers of these two courses who redesigned the syllabus accordingly.

In keeping with the aims if the Bologna Declaration, HUJI has instituted a revised format for course syllabi that incorporates learning objectives and outcomes. Reformatting our course syllabi offered our teachers the opportunity to reconsider their course curricula and objectives.

K. Are non-academic bodies involved in the running and the activities of the parent unit and study program? If so, what are these bodies and what is the mutual relationship between them and the leadership of the parent unit (for instance, the mutual relationship between the Business School and the Manufacturers' Association or Industrial Factories)?

Non-academic bodies are not involved in the running and the activities of the study programs. Hadassah-Women’s Zionist Organization is an owner of HMO. IMPH scholarship donor agencies (e.g., Pears Foundation, MASHAV) have limited input in the program's extra-curricular activities, but no input or influence regarding academic content. Our IMPH alumni program is supported by the Pears Foundation; this program was commended by APHEA as a “best-practice” for alumni networks and communication.

L. To what extent does the department collaborate with other departments within/outside the institution?

The School maintains an extensive network of local and global collaborations in the areas of research, clinical practice, service and training.

Research (also detailed in Chapter 5)

Braun School researchers carry out a multifaceted research program funded by competitive grants from leading national and international academic institutions including the US National Institutes of Health (NIH), US-Israel Binational Science Foundation (BSF), Israel Science Foundation (ISF), USA-Middle East Regional Cooperation (MERC), Israel National Institute for Health Policy and Health Services Research and the Environment and Health Fund.

Research at the Braun School spans disciplines from the molecular/genetic level to the macro-social level, and from chronic conditions to communicable diseases and mental health and addictions (see Chapter 5 for a detailed description of the School's research activities). Many of these research projects are collaborative ventures with scientists and health professionals at HUJI and HMO and other research and clinical institutions in Israel, including in the Palestinian Authority, and across the globe (e.g., University of Washington, Columbia University, Johns Hopkins University and New York University in the USA, the London School of Hygiene and Tropical Medicine (UK), Karolinska Institute (Sweden), University of New South Wales (Australia), University of Basel (Switzerland) and the National University of Singapore).

Service:

In keeping with the School's commitment towards excellence in public health practice/service, our researchers, teachers and alumni are actively engaged in policy-making fora and partnerships at the institutional (both HUJI and HMO), national, regional and international levels. School faculty members sit on numerous national, regional and international scientific, professional and policy committees. These have included in recent years, by way of example:

National:

Advisory Committee on Quality of Care Indicators in Hospitals
Advisory Committee on Environmental Epidemiology, Ministry of Health (MOH)
Advisory Committee on Immunization and Infectious Diseases, MOH
Committee for Evaluation of Vaccine Adverse Events, MOH
Committee for Preparedness of Health System to Bio-terror Event, MOH
National Child Health and Pediatrics Council
National Council on Community Health
National Council on Diabetes
National Council on Health Promotion
National Council on Occupational Health
National Council on Polio Eradication
National Public Committee for the Expansion of the Health Services Basket
Steering Committee for Prevention of Antibiotic Resistant Hospital Infections, MOH
Steering Committee of Hepatitis A Control, MOH

Regional:

Advisory Committee of the WHO Network of European National Networks of Healthy Cities
Association of Schools of Public Health in the European Region (ASPHER) Executive Board
Childhood Obesity Task Force of the European Association for the Study of Obesity (EASO)
Connecting Organizations for Regional Disease Surveillance (CORDS)
Middle East Consortium on Infectious Disease Surveillance (MECIDS)
South-Eastern Europe Health Network, Council of Europe and WHO Regional Office for Europe

International:

Food and Agriculture Organization (FAO), United Nations
Association of Schools of Public Health in the European Region
Global Alliance for Academic Public Health

One of the School's major service projects is the National Program for Quality Indicators in Community Healthcare (QICH). This program maintains continuous and dynamic measures of national healthcare quality that include preventive services, screening, treatment and management of disease. This information is intended for use by policy makers as well as the public in order to assess the quality of healthcare provided by the health plans, with the ultimate goal of enhancing healthcare services provided to the residents of Israel. The QICH program collates, analyses and reports on an extensive range of performance indicators collected from primary care health facilities on nearly the entire population. Established in 2004 by the Ministry of Health, administration of the program was transferred to a team within the Braun School (under the directorship of Professor Orly Manor) in May 2010. In 2012, the OECD released a report that declared that Israel's national QICH has developed "one of the most sophisticated programmes to monitor the quality of care in primary care across OECD countries" http://www.oecd.org/israel/ReviewofHealthCareQualityISRAEL_ExecutiveSummary.pdf.)

Some of our faculty members have maintained active involvement in clinical service in health plans (eg. Clalit Health Services), in HMO's Pediatrics, Internal Medicine and Hematology departments, and in the establishment of HMO's status as a health-promoting hospital and as the first smoke-free campus in Israel. Professor Israeli leads quality and risk management activities in HMO. Faculty members also serve in senior positions in national health agencies and programs such as Professor Avi Israeli who is Chief Scientist of the Ministry of Health, and Dr. Milka Donchin, emerita and external teacher, who spearheads the Israeli Healthy Cities Network.

Training:

As described in Section A above, two of our Hebrew-language Master's programs (MHA and MVPH) are joint programs with other HUJI faculties and departments, as is the newly inaugurated MPH specialization in Environment and Health. As such, our teachers and students interact regularly with teachers and students on other HUJI campuses in Jerusalem and Rehovot.

The School's teaching staff include, as adjunct and external teachers, professionals working in the governmental sector who bring to the classroom contemporary public health issues, challenges and debates.

The School, together with its graduates, continues to play a leading role in establishing and mentoring schools of public health schools and public health training programs in numerous Eastern European countries such as Albania, Macedonia, and Moldova, and more recently in Kenya, Nepal, and India. Most recently, an IMPH graduate from Georgia who is now an Associate Professor at the

Tbilisi Medical Academy (TMA) requested our support in the establishment of a joint MPH degree between TMA-HUJI. His request is currently under consideration by the School's International Committee and the HUJI administration.

Our teachers are invited regularly to lecture in training and educational institutions in Israel and abroad.

M. In summary, to what extent has the program achieved its mission and goals? What are its strengths and weakness?

To reiterate: The School's mission includes
"a commitment towards excellence in multidisciplinary and interdisciplinary public health research, training and practice".

Goal Achievement:

The School has a long and strong track record in teaching and training in the field of public health – over 1000 Israeli graduates since the MPH program (the first in Israel) was established in 1961 and 850 international graduates of the IMPH program since its establishment in 1971. Over the years, we have expanded the number of Hebrew-language master-level programs, including most recently, Israel's first Master of Veterinary Public Health.

Thus the School's mission vis-à-vis practice is attained by the accomplishments of both our teachers and our alumni. The majority of senior health sector professionals in Israel today are graduates of our School. Our MHA program has already produced a cadre of senior health administrators working in HMO and other health agencies in Israel. The MSc. program in Clinical Epidemiology has trained a cadre of clinical researchers in HMO and other Israeli hospitals. Our international graduates can be found throughout the world in senior clinical and academic positions and in the governmental and non-governmental sectors. The School can be proud of its research record, in terms of funding, publications and important findings, as well as in training successful independent public health researchers in Israel and abroad.

Our teachers regularly appear on the HUJI Rector's List of Excellence in Teaching and are recipients of the Faculty of Medicine Prize for Outstanding Teacher. Each year our School can boast student recipients of the Faculty of Medicine Prize for Outstanding Thesis, and at least one student completing their degree with distinction.

As a testament to the strength of the School`s academic and training programs, the School and its two MPH program were awarded full accreditation by the Agency for Public Health Education Accreditation.

Looking forward, we will strive to continue developing and expanding our traditional focus on epidemiology and the other quantitative and analytical sciences, as well as strengthening areas in which we are currently relatively deficient (such as health communication and advocacy, and monitoring and evaluation of public health programs). We also lack sufficient mentors for students interested in health promotion theses. These inadequacies in our curriculum and mentoring capacity stem from difficulty in securing additional academic appointments and recruiting suitably-qualified experts in these areas.

The Schools mission statement also drives us “to strive toward improving the physical, mental and social welfare of the global community”

There is no doubt that contributing to the international public health workforce the School’s graduates have contributed to global health in its broad sense. While it is difficult to attribute outcomes in terms of the health and welfare of the global community to the School, we can only quote Professor Alex Brown, Deputy Director and Program Leader Aboriginal Research, South Australian Health and Medical Research Institute (IMPH alumnus 1999) who in his graduate address to the IMPH class of 2015 stated, “from the largest cities to the smallest villages the graduates of this School have worked to build a better world…". While we cannot measure this directly, we are convinced that we train our students for action and that the impact of their training on health in the broadest sense, can be felt both locally and internationally.

Strengths & Weaknesses:

Strengths

• The School is APHEA-accredited
• A wide range of programs, with high academic standards, are offered to suit those with aspirations to become researchers, managers or public health workers or activists.
• The multidisciplinary nature of our teaching and research staff allows us to offer courses and specializations in a variety of Public Health areas, including strengths in Epidemiology, Public Health Genetics, Environmental Health and Health Policy and Management.
• The School fosters cross-disciplinary education through collaboration and joint degrees and programs with HUJI’s Medical School, School of Business Administration, Agriculture, and Environmental Studies.
• Formal mechanisms are in place to update and revise existing courses and introduce new programs/courses.
• The School has a strong, established and recognized international element and its international program has had a palpable impact on public health practice and work force capacity-building across the globe.
• Our rigorous PhD program has produced successful senior public health researchers and professionals.
• Our faculty members are well-integrated within the national and international public health community.
• The School has an impact not only on students enrolled in its programs, but also on medical students and others in the Faculty of Medicine.
• The shift to a one-day-a-week course of study generated a significant increase in student enrollment in our Master‘s programs and made them more accessible to working professionals.

Weaknesses

• HUJI’s reputation as “the most difficult, but the best” may hold for our MPH program as well. The plethora of MPH and MHA programs in the country has enhanced competition for a finite local student population.
• Despite the increase in enrollment due to the one-day-a–week Hebrew language programming, the number of students in some of the programs remains below our capacity, raising questions about the sustainability of these programs in an increasingly competitive academic environment. Another implication of under-enrollment is the occasional inability of meeting HUJI's regulation regarding the minimum number of students (5) needed to be registered in an elective course in order for the course to be held.

• The School's chronic under-staffing poses challenges in meeting our students' needs for thesis mentoring; any further increase in the number students, without a commensurate growth in the number of faculty members, would only serve to increase the mentoring burden.
• As described in Chapter 4, under-staffing forces us to rely on external teachers to meet the School's teaching load. While reliance on external teachers has certain advantages (e.g., introduces students to professionals working in the field, exposes students to public health crises and policy deliberations in real-time, strengthens links between the School and the field), the dearth of in-house lecturers/researchers results in some disciplines/fields having only a single researcher or teacher. This, as mentioned above poses a challenge for mentoring students, hampers scientific cross-fertilization and creativity, makes it difficult to find sabbatical or retirement replacements, and limits the possibility of multiple persons preparing and grading exams.

In conclusion, the School, despite its small tenured academic faculty, has succeeded in mounting and sustaining a number of high quality Public Health programs at the Masters and Doctoral levels, and has had a major influence in the training of medical students. Sustainability of the IMPH depends on donor funding while for the Hebrew language programs our major challenges are the ability to attract students in an increasingly competitive local environment, and the ability to hire new faculty members.

Chapter 2 - Teaching and Learning Outcomes

A. Does the institution have a structured system for evaluating teaching (e.g. peer reviews; students survey etc.)? Please provide a brief description.

As an academic institution that has set among its goals "the training of public, scientific, educational and professional leadership", HUJI, the Faculty of Medicine and the Braun School place a high priority on providing students with a stimulating and informative learning experience that is predicated upon high quality teaching.

To that end, institutional policy mandates that all courses and teachers undergo systematic evaluation by students and peers. The primary means for evaluating courses and teaching performance is via end-of-course anonymous online student surveys conducted each semester. The development, administration and analysis of the students' end-of-course evaluations are the responsibility of HUJI's Teaching and Learning Center (see below).

The survey information is both quantitative and qualitative and addresses parameters related to the course design and conduct (e.g., extent to which the course provided knowledge, was taught in an organized, interesting and clear manner, level and speed of the course; usefulness and suitability of course assignments, in-class exercises and materials posted on the course website; general level of satisfaction with the course) and the teacher (e.g., the manner in which the teacher answered questions and reacted to comments; general attitude of the teacher; availability and responsive of the teacher via personal meetings, telephone conversations, email or chat in the course website; general level of satisfaction with the teacher).

All teachers receive the summary results of the questions regarding the general level of satisfaction with the course and with the teacher (on a 9-point trimmed-mean scale with adjustments made for class size), the students' written comments addressing the positive and negative aspects of the course/teacher and suggestions for improvement, and the teacher's relative ranking among teachers within the program. Results are also appended to the teacher's personal file for consideration in promotion procedures (see below). The relevant program/School Director can access the survey results for all teachers in his/her program/school, the dean can access results for all teachers in his/her faculty, and the University rector can access survey results for all HUJI teachers.

According to a report of the Council for Higher Education (published online (http://che.org.il/ar/?gravityview=33774&entry=9927), September, 2015), HUJI's system of student evaluation abides by all CHE criteria: 1) existence of a central body with the institution responsible for the quality of teaching; 2) availability of training for new faculty members, junior faculty and teaching assistants; 3) existence of an anonymous teaching evaluation survey; 4) availability of teaching evaluation survey results to all teachers; 5) availability of survey results to the entire university community including students; 6) special recognition of outstanding teachers; 7) existence of interventions/ activities for "weak" teachers; 8) existence and publication of detailed syllabi and learning objectives for all courses (including student obligations, assignments, evaluation type); 9) existence of technological support and innovation implementation for teachers and teaching (e.g., accessible databases, filming of lectures, course websites, facilities for in-class presentations); 10) existence of a system for receiving and addressing students' complaints about teaching.

This survey is not, however, without its limitations, the primary one being low response rates.

Results are not considered valid and the automated system does not generate a statistical report if fewer than 6 students (or < 40% of enrolled students) complete the survey for a specific course. This poses a problem particularly for elective courses in which few students are enrolled, and serves to some extent as a disincentive for teachers and programs to open elective courses for specialized audiences. To enhance participation, which is voluntary, students can complete the survey via a smartphone, in Hebrew, English, Russian or French. HUJI, together with the Student Union offers incentives for completing the survey. Each semester, students who complete the questionnaire for all the courses for which they are registered in, are automatically entered into a lottery for valuable prizes (e.g., a pair of airline tickets to Europe).

All faculty members being considered for promotion or academic appointments undergo additional teaching evaluation. This includes a summary evaluation of the quality and extent of teaching completed by the School Director, and frequently includes a peer visit in the classroom with a written evaluation and informal discussion between the assessor and the teacher on strengths and weaknesses of the observed teaching.

Teachers also have an option for mid-term assessments by their students. Clinicians are also evaluated on bedside teaching.
In addition to the on-line surveys, IMPH students have verbal sessions evaluating all aspects of the program, at least once per semester, with the Program Director and Academic Coordinator, and prior to graduation complete an extensive summative evaluation questionnaire.

• How are results of the evaluation activities used? How are negative findings addressed? How are excellent teachers rewarded?

Information derived from the student survey (and other teaching evaluation mechanisms, such as below described classroom observation) serves two major functions: improving the quality of teaching and courses in the study programs, and as part of the promotion review process.

Teachers (with a HUJI appointment) who rank among the top 15% of teachers in each faculty in the student evaluations, are included in the annual Rector's List of Excellence in Teaching. The list is displayed on the HUJI and faculty websites, as well as on bulletin boards throughout the campuses. In 2014-2015, three School teachers appeared on this list.

In addition, the Faculty of Medicine awards prizes annually to teachers who demonstrate an enduring record of outstanding survey results (minimally, appearance on the Rector's List in three successive years). Each year since 2013, a Braun School teacher has been among the recipients of this prize, most recently Prof. Yehuda Neumark in 2014, Prof. Amir Shmueli in 2015 and Dr. Hagit Hochner in 2016. Teachers who have a long record of excellence in teaching are also eligible to receive the Rector’s Prize for Outstanding Teaching Achievements. The School's Prof. Orly Manor was awarded this prestigious HUJI prize in 2013.

Teachers who consistently receive poor evaluations are encouraged to attend teaching-enhancement workshops and or to seek personal advice and instruction from HUJI's Teaching and Learning Center (TLC) staff (see next section), which may include feedback from classroom observation. The School director meets these teachers and tries to find out the sources and potential remedies for pedagogic problems.

Quality of teaching, as noted above, is also an important consideration in the academic promotion process. The School Director completes a standardized questionnaire about the faculty member's academic activities including a general assessment of the quality of the candidate's teaching. Specific questions address degree of commitment to teaching and updating lectures, improvement in lecturing and lecturing-style and participation in teaching-enhancement workshops, and an overall ranking of the teacher relative to other teachers (among the best teachers ever encountered, among the top 10%, 25%, 50% in the faculty or lower).

In addition, a fellow faculty member will observe a typical lecture given by the teacher being considered for promotion. The observer completes a questionnaire (downloadable from the HUJI website) that addresses the extent to which the lecture was informative, interesting and thought-provoking, and well-organized; the extent to which the lecturer was proficient in the material being taught; the degree of student participation; the manner in which the lecturer related to students' questions; a general assessment of the lecture. The observer submits the completed report to the School Director and meets with the teacher to give personal feedback.

• Does the institution have a center for enhancement of teaching? If yes, do all faculty members (including adjunct faculty) participate in its activities? Please provide a brief description. If not, does the institution offer the teaching faculty systematic activities (courses/in service/training/guidance) in order to improve the quality of teaching? Do all faculty (including adjunct faculty) participate in these activities? Please provide a brief description.

In 2012, HUJI established the Teaching and Learning Center (TLC) (in Hebrew, the Unit for Teaching and Learning) in order to "improve the entirety of teaching and learning in the University". Toward achieving this goal, the TLC regularly organizes training workshops specifically for teaching-assistants, new teachers, and a variety of teaching-enhancement workshops for established lecturers. The TLC also offers personal consultation services to assist lecturers with teaching challenges and guidance in syllabus development. The TLC's domain of responsibility also includes the development, administration and analysis of the students' end-of-course evaluations, the development of the newly instituted system on online course syllabi, and development of online courses and teaching. https://tlc.ekmd.huji.ac.il/He/Pages/default.aspxWithin the Faculty of Medicine, the Center for Medical Education is responsible for teaching development and training. Throughout the academic year, the Center organizes workshops in areas intended to improve pre-clinical and clinical medical education and introduce teachers to modern methods of instruction. These include large- and small-group teaching, effective TBL and PBL instruction, student-centered learning, construction of multiple-choice examinations and syllabus development. Recently the Center has initiated a journal club, a monthly session where medical education issues are addressed and recent literature is reviewed. School faculty members are in frequent attendance.

In preparation of this Self-Evaluation report, School teachers were asked to complete a brief online questionnaire regarding teaching evaluation and improvement. Among the 12 faculty members who responded, nine indicated ever having participated in a teaching-enhancement workshop, six of whom did so in the past five years. Among the 17 adjunct/external teachers who completed the questionnaire, four had participated in a teaching-enhancement workshop, three of whom in the past five years. Results of the survey are presented in Section C below.

Recently the Israeli Society for Medical Education was inaugurated. Teachers from our School are

active members, and many presented at the inaugural conference in 2016.

• Do new faculty members receive special support for teaching (preparation seminar, guidance, etc.)? Is there a mentoring program for new faculty (regarding their teaching)? Please specify.

In accordance with HUJI guidelines, all newly-hired tenure-track lecturers are required to participate in a basic teaching training workshop within the first three years of their employment. These workshops are organized by HUJI's Teaching and Learning Center (TLC). The Office of the Academic Secretary of HUJI (responsible for the absorption of newly-hired faculty members) organizes an annual meeting in which new hires meet with senior faculty members for formal and informal discussions about an academic career at HUJI primarily issues related to research and teaching. Newly hired teachers are encouraged to attend workshops on teaching and exam preparation. They can also consult with the Faculty’s medical education coordinator on these matters.

All new hires, as of 2010, are assigned a senior faculty member mentor to help guide their career development until their first promotion. Assignation of the mentor is the responsibility of the dean in consultation with the School Director and the new recruit. The mentor is expected to introduce the mentee to the institutional and departmental "culture" and help negotiate his/her way through the unfamiliar institutional bureaucracy, guide the mentee in decision-making and priority-setting regarding research directions, provide necessary assistance in grant writing and identifying funding opportunities, support the mentee in teaching and developing courses, help him/her in setting-up a laboratory (if relevant), and "protect" the mentee from teaching, mentoring and administrative-responsibility overload, and other issues relevant successful absorption and advancement of the new recruit. The mentor is expected to meet regularly and as necessary with the mentee and audit his/her lecturing and provide feedback, occasionally report to the School Director, and submit a report to the Dean at the end of each academic year on the mentee's progress and challenges.

• Are new faculty entitled to reductions or are they excused from teaching in the beginning of their employment?

New faculty members are generally given reduced teaching (and committee) workloads in their initial years in the university in order to allow them to focus the majority of their time and energy on writing and submitting grant applications, recruiting and training research students, and establishing a research laboratory (when relevant). A new hire might only be expected to teach half the usual load. Often, this exemption will be extended until the first promotion. These exemptions are negotiated on an individual basis during the job contract discussions, and are not mandated by university policy.

As our School is chronically understaffed relative to the heavy teaching load it assumes, the teaching-load (and committee work) exemptions may be less generous than in other HUJI units.

B. If a structured system for evaluating and improving teaching exist at the department level as well, please provide an answer according to question A.

The existing institutional systems and practices for evaluating teaching performance (student evaluation survey and peer-review for promotion purposes) are fully adhered to at the School-level and meet the needs of the School. A few years ago, the School instituted a quasi-systematic program of peer-auditing of lectures of faculty members (not necessarily associated with promotions or mentoring of new hires), however this is no longer practiced with any degree of regularity.

In the Teacher-Student Committee meetings, chaired by the School Director, student representatives raise issues about specific courses and teachers as relevant. The School Director may decide to act upon the expressed concerns or criticisms (or commendations) or bring them up for discussion in the Education Committee. For example, one of the more commonly expressed complaints is about teachers who dismiss students' concern that the course assignment load is not commensurate with the number of course credits. In such a case, the Academic Coordinator may raise the issue with the teacher and ask the teacher to consider the students' concern and discuss it with them.

C. To what extant the methods applied to assess and improve the quality of teaching achieve their goals?

As can be seen in Figure 1 (attache below) According to teachers who participated in the in-house Teaching Improvement Survey, student evaluations are more likely to contribute to teaching improvement than teaching-enhancement workshops or peer-evaluation.

Of the nine faculty members who participated in a teaching-enhancement workshop, only one indicated that it contributed 'quite a lot' to improving their teaching, while four endorsed 'to some extent' and four 'very little'. Similarly, only three of nine faculty members who underwent peer-evaluation in the past five years, were of the opinion that it helped improve their teaching 'quite a lot', four 'to some extent', and two 'very little'.

Among the 17 external teachers who responded to the survey, only one of the four who participated in a teaching-enhancement workshop, and one of the eight who underwent peer-review, felt that it improved their teaching "quite a lot".

Regarding student evaluations, half of the faculty members (5/10) and external teachers (7/15) who received student evaluations indicated that this contributed 'very much' or 'quite a lot' to improving their teaching, while the other half felt that student-evaluations contribute to teaching improvement to some extent, very little or not all.

Figure 1: Extent to which workshop (1a), peer-evaluation (1b), and student-evaluation (1c) improved teaching among faculty members (n=12) and external teachers (n=17)

Figure1a: Extent to which workshop improved teaching

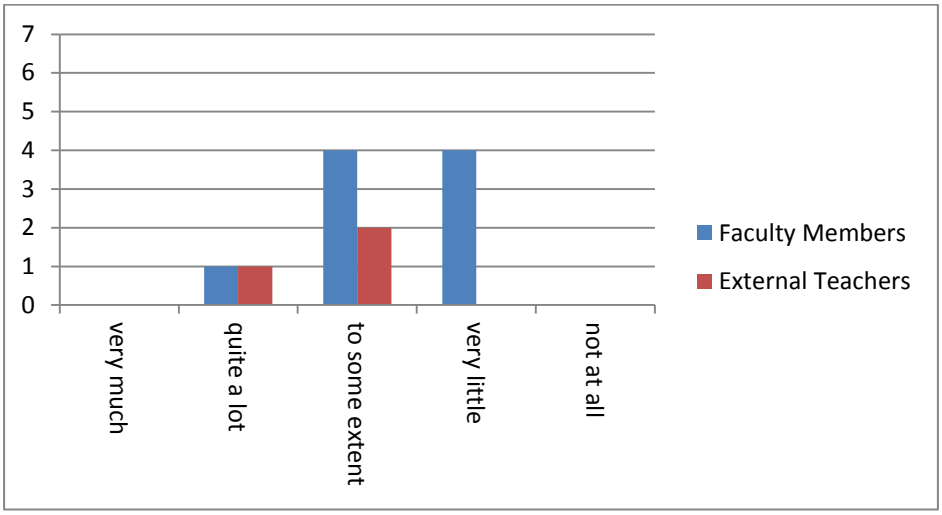


Figure1b: Extent to which peer-evaluation improved teaching

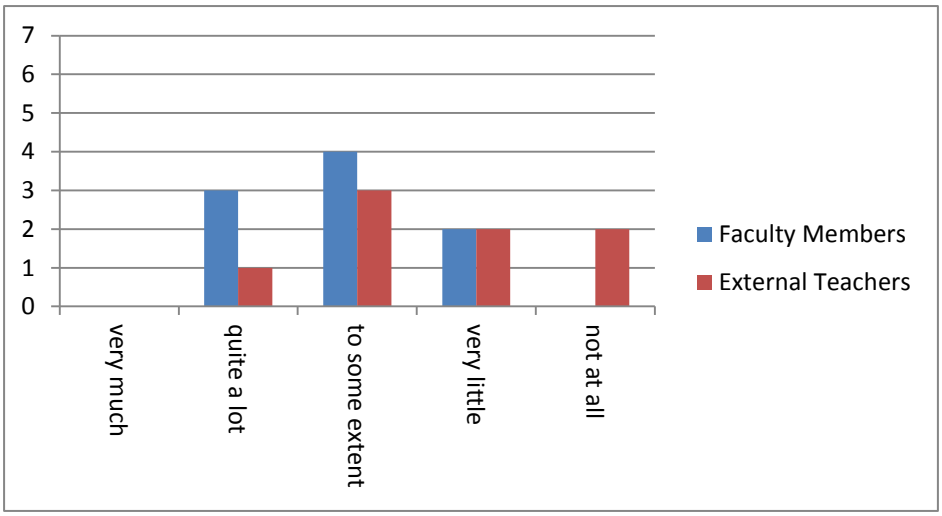
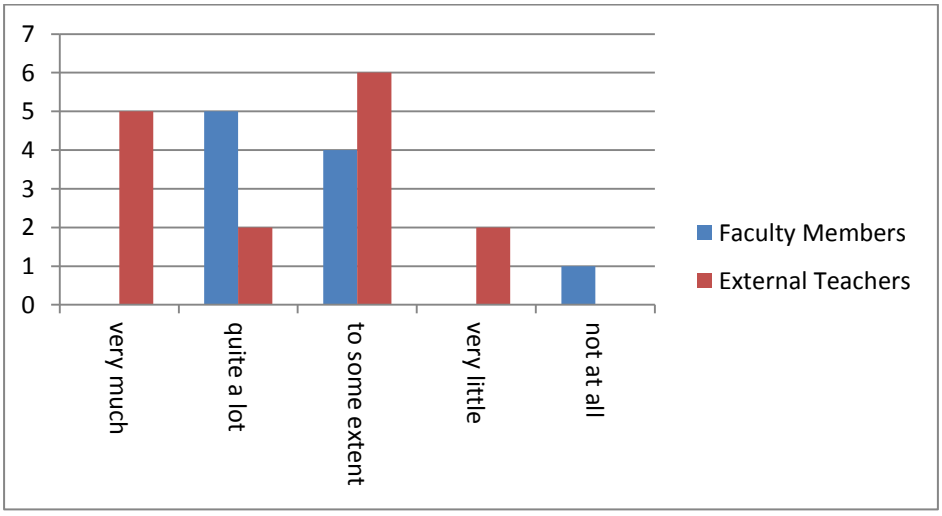


Figure1c: Extent to which student-evaluation improved teaching



1. What are the program's intended Learning Outcomes (LO)? How were they set and where are they stated? Are LO defined in the course syllabi? Please refer to each track and each degree level separately.

As stated on our website (https://medicine.ekmd.huji.ac.il/schools/publichealth/En/IMPH/Pages/Message.aspx), the overall objective of our MPH programs is to provide basic knowledge and skills in the theory and practice of public health and community medicine for those either currently engaged in this field or planning to do so in the future. The programs provide their trainees with tools for examining public health problems and formulating relevant responses at the institutional, community and national level. We help our students develop knowledge and skills in a broad range of public health disciplines, thus preparing them to take up key positions as leaders and teachers. The primary learning foci include:

a. Basic epidemiological, statistical, behavioral and economic measurement tools in public health
b. Planning, management and evaluation of community, regional and national health services, and quality control of medical services
c. Diagnosis of community health and community health programs
d. Economic and organizational factors that affect the structure and functioning of health services
e. The hereditary, social and environmental factors related to the health status of a population
f. Individual and community health behavior change processes and the ability to evaluate them

Our MSc program strives to impart knowledge and skills and research methods for health professionals (doctors, nurses, dentists, pharmacists, occupational therapists, physiotherapists, etc.) who wish to enhance their skills in clinical research.

The MHA program aims to prepare students for management positions, provide skills and management tools for greater understanding and management of the health system for a wide range of roles including management positions at various levels of governmental regulatory ministries dealing with these matters, in hospitals, the community and industry.

Overall, upon successful completion of the MPH, IMPH, MHA, MSc programs, students should be able to…

• demonstrate advanced knowledge related to core concepts of public health in the areas of biostatistics, epidemiology, research methodologies, social/behavioral health, health care administration and environmental health

• evaluate the major social, behavioral, biological, environmental, cultural and other factors that affect the health of local and global populations

• demonstrate acquisition of skills in the integration and application of knowledge to the identification and assessment of local, regional, national, and international public health problems

• demonstrate competence in the skills of public health practice including the planning implementation and assessment of public health programs in the community setting

• apply health management and systems thinking to heath and public health agencies, programs and policies

• efficiently and effectively locate, interpret, and evaluate data and information for public health practice

• demonstrate the ability to integrate knowledge and skills to produce a culminating scholarly work in the form of a thesis, master-paper or community-based field project

• communicate effectively public health concepts, issues and activities that inform and empower professional and lay audiences

The course-specific intended learning outcomes appear in the publicly accessible online course syllabi. For the most part, course learning outcomes are developed by the individual teacher and not in consultation with program advisory committees or other faculty members, although they must be approved by the School's Education Committee.

1. Describe the method of examinations and their character, the relative weight of each type of examination in the program (written/oral/open/multiple-choice etc.).

The School fully abides by HUJI policy that "teachers evaluate their students' work fairly and judiciously, according to their understanding and their conscience" (Teaching Policy and Procedures - 2015-2016).

Several methods of assessment are common to all programs, including exercises, quizzes, mid-term exams and summative exams which may be designed for in-class or take-home completion. Quizzes and exams may include closed-questions (e.g., multiple choice, T/F) and/or open-ended questions (e.g., short answers, essays, calculations).

Mid-term assessments, if employed, generally account for up to 30% of the student's grade and may be designated as "protective" (i.e., the mid-term grade is ignored if a higher grade is achieved on the final-exam).

The grading format is published in the course syllabus. The relative weights depend on course type (core or elective, methodologic or substantive) and program. Grading for core courses tends to be based on in-class examinations, and elective courses on written assignments and presentations, but this is not an iron-clad rule. In preparation of this report, an informal survey among faculty members revealed that most employ a range of assessment modes, except for oral exams (used when necessary to meet a student's specific learning needs).

2. Who writes the examinations and exercises and how is their validity assessed?

Construction of exams is the responsibility of the teacher who decides on the structure and format of the examination, allocation of marks, and grading procedures. While he/she may rely on the assistance of a teaching assistant (TA) or the input of co-lecturers in the exam preparation, ultimate grading responsibility rests with the teacher responsible for the course. Teachers are expected to undertake careful editing of test content, ensure adequate testing time, and apply standardized testing procedures to enhance the accuracy of test results.

The School does not have the capacity to engage in test development processes such as preview of the exam content by qualified experts or pre-testing the exam. These facilities DO exist in the

Faculty of Medicine and are used for large courses involving medical students (class size of 180+ students). We are considering using this for the final exam of the fifth year course for medical students, given its size.

The Faculty of Medicine's Center for Medical Education offers workshops to teachers examination development tools such as construction of multiple choice questions. Participation in these workshops is voluntary.

3. Who grades the examinations and exercises? Please describe the feedback given to students, apart from the grade.

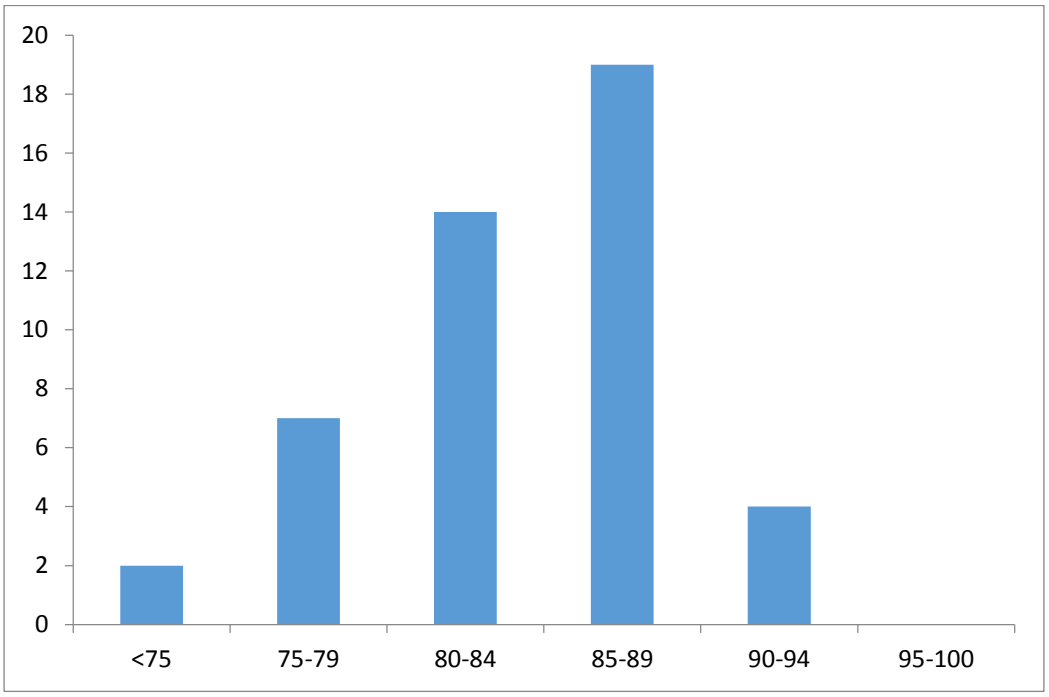
In accordance with HUJI regulation (Section 20.1.8 of Teaching Policy and Procedures – 2015-2016), the teacher who taught the course is directly and solely responsible for reviewing and grading exams and exercises, and assigning course grades. While he/she may rely on the assistance of a TA or the input of co-lecturers in the grading of an exam, thereby enhancing the validity of the exam, ultimate grading responsibility rests with the teacher responsible for the course. [In the event of a conflict-of-interest situation (e.g., first-degree relation between teacher and student) the teacher is expected to notify the chair of the Education Committee, who will assign the paper/exam to another teacher to be graded or request a second grading of the paper/exam.]

Students' grades are posted on their "personal information" webpage and sent via email and/or text message.

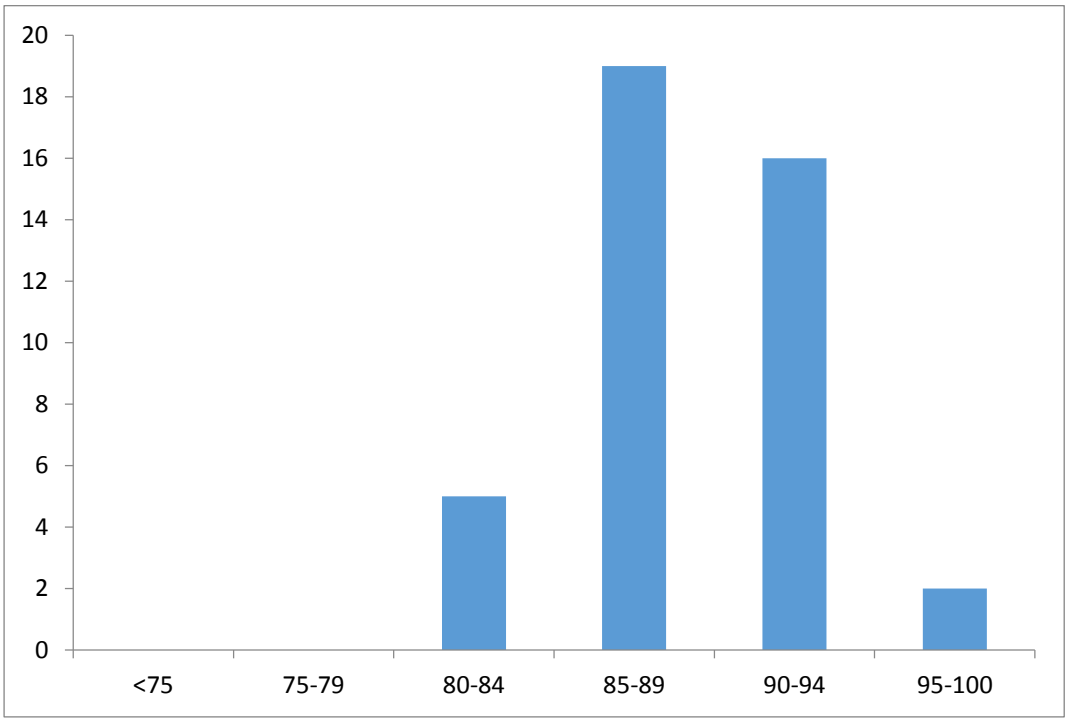
Students are entitled to appeal grades on written exams, academic assignments and courses. Students who are considering appealing a grade "must see their exam booklet/form after grades are posted and receive an explanation from the teacher" (Section 7.10.2 of Teaching Policy and Procedures - 2015-2016). As comments made in the body of the exam are considered explanations, marked exams are scanned and uploaded to the student's personal information page, and/or an answer sheet is posted by the teacher on the course website.

Distribution of the Final Grades over the last three years

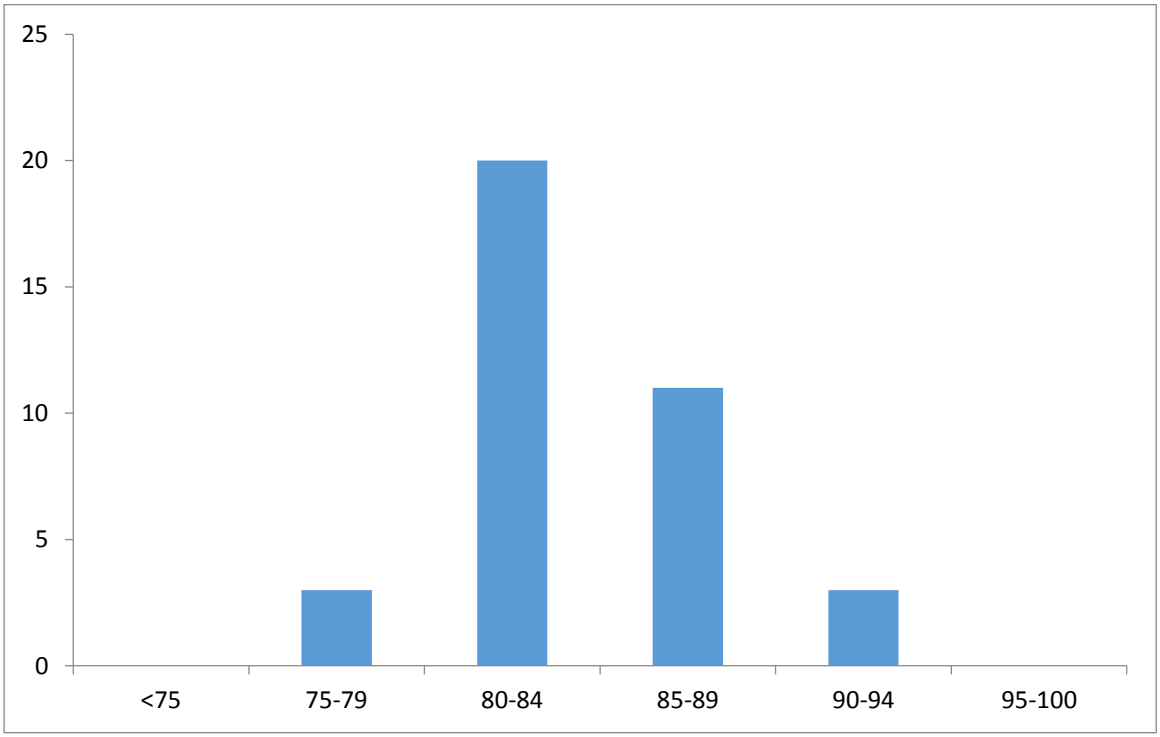
Final grades, MPH, non-thesis track, 2013-2016 (n=46)



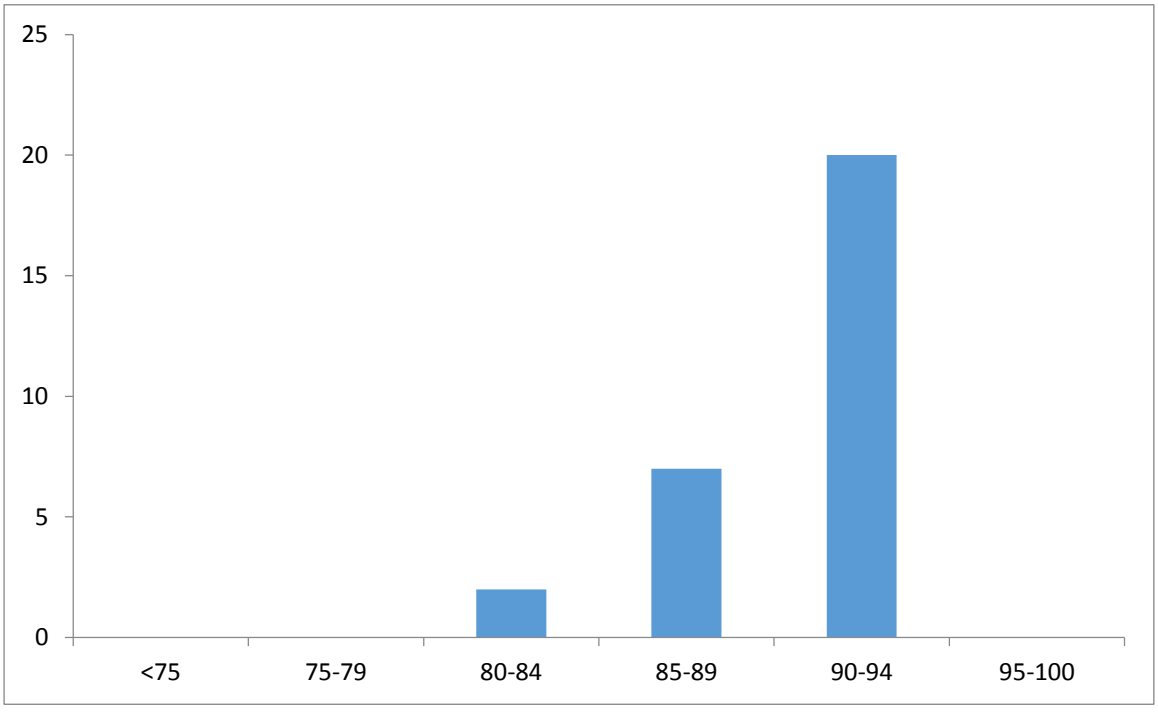
Final grades, MPH, thesis track, 2013-2016 (n=42)



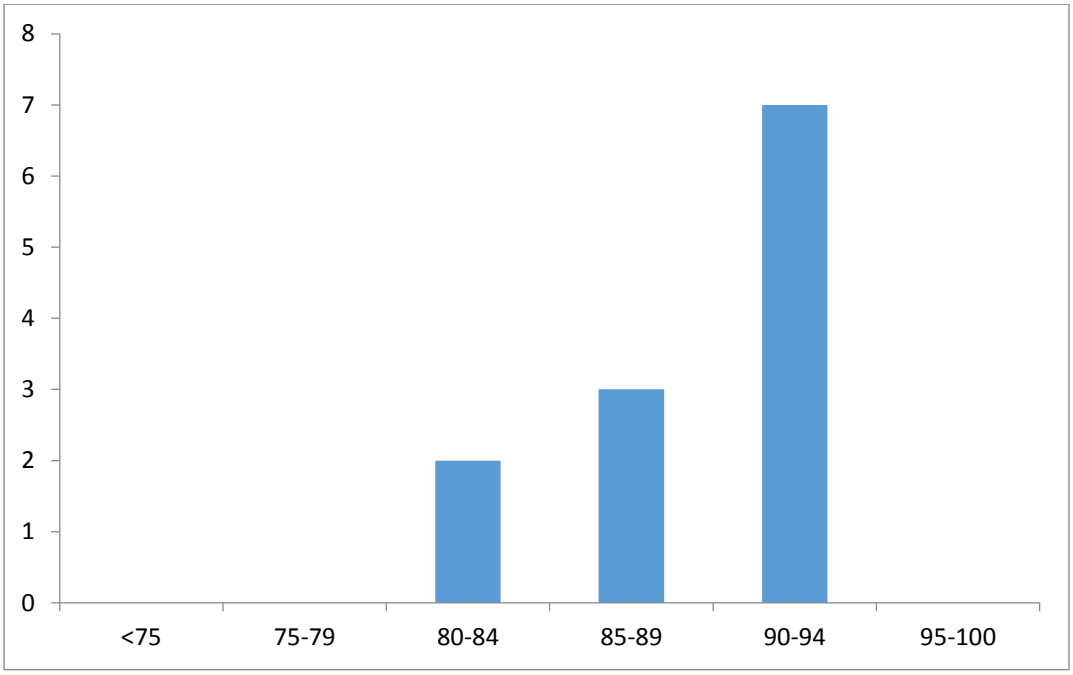
Final IMPH grades, non-thesis track, 2013-2015 (n=37)



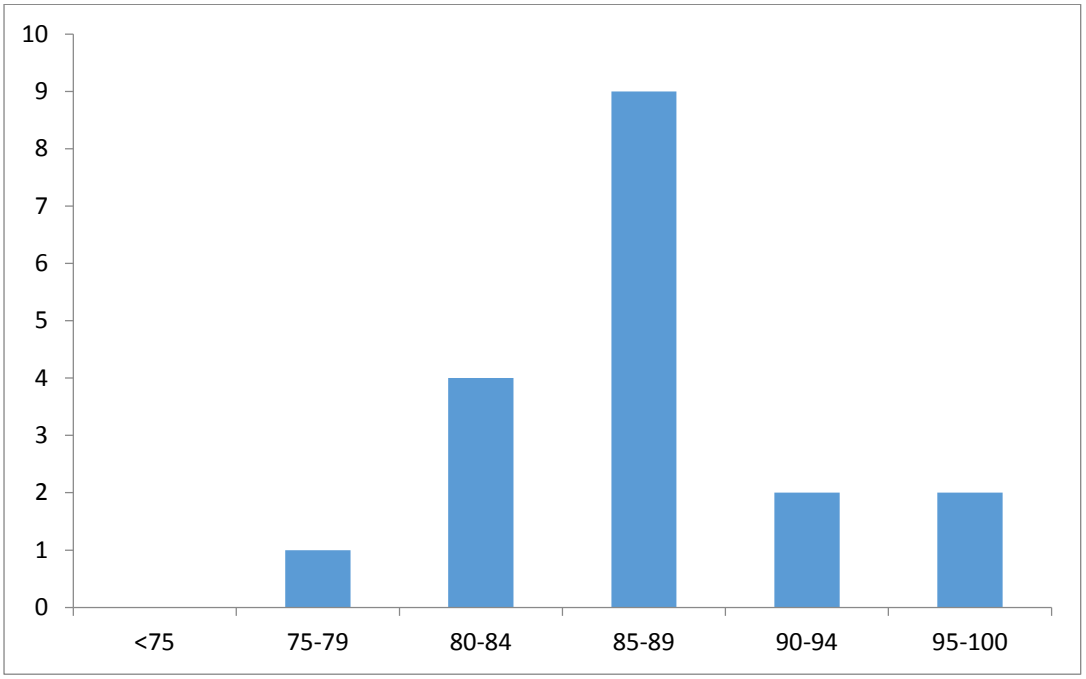
Final IMPH grades, thesis track, 2013-2015 (n=29)



Final grades, MSc in clinical epidemiology, 2013-2016 (n=12)



Final grades, MHA, non-thesis track, 2013-2016 (n=18)



1. Describe the types of written assignments and other projects required in the program, their contents and scope.

The study programs in the School incorporate various types of assignments whose aim is to develop and demonstrate students' thinking skills, writing skills, or presentation skills.

Formative assessments at the individual course level, such as a seminar paper or oral presentation, may be individual-based or group-based and may be designed for in-class or take-home completion. A teacher will decide on the number and type of assignments to be completed throughout the course in keeping with the course design, intended learning outcomes, and number of students enrolled in the course. Information about the assignments along with other information about the course is available to student in the open-access online syllabus in HUJI's Course Catalogue.

As described below and elsewhere in this report, depending on the program and track, students may be required to complete a mentored summative assignment in the form of a thesis (all MSc and MPH-Epidemiology & Biostatistics Stream students and those in the MPH, IMPH or MHA Thesis-track) master-paper (IMPH non-Thesis-track) or capstone "Integrative Workshop in Public Health" report (MPH and MHA students in the non-thesis-track). For each, students receive detailed instructions on the design of the report including maximum length, font size and line-spacing, etc.

Thesis-track students defend their theses orally to two external reviewers who have read the thesis in advance of the defense and have submitted a grade for the written report. Upon conclusion of the defense, the reviewers decide upon a grade for the defense and give the student immediate feedback about the thesis and the defense.

IMPH students in the master-paper track, submit their work to their advisor for written evaluation and grading and present their paper to their classmates and faculty members, in an open session of the Research Forum course. Following the presentation, the paper is opened for discussion. The Research Forum teachers together with 1-2 pre-selected faculty members independently assign a grade based on the quality of the presentation and the student's ability to respond to questions and comments raised in the discussion.

2. Who writes the assignments and how is the validity of the assignments assessed?

Teachers are directly and solely responsible for preparing course-level assignments. While he/she may rely on the assistance of a TA or on the input of other lecturers in the course in the designing of an assignment, ultimate responsibility rests upon the teacher responsible for the course.

The topic, scope and nature of summative program assignments (Thesis, Master-paper, Integrative Workshop in Public Health report) are developed through discussion between the mentor and the student or group of students (in the case of the Workshop). Thesis and Master-Paper proposals are presented in the framework of the IMPH Research Forum and the MPH/MHA/MSc Research Forum. Proposals are submitted in advance of the presentation and a classmate is assigned to critique the proposal following its presentation. The proposal is then opened for general discussion. The feedback is meant to be incorporated into the final study proposal. Students are graded by the Research Forum teacher together with 1-2 pre-selected faculty members based on the written proposal, the clarity of their presentation and the quality of the critique and feedback they have given to a peer on their proposal.

3. Who grades the written assignments?

Course-level Assignments:

Teachers are directly and solely responsible for preparing, reviewing and grading course-level assignments. While he/she may rely on the assistance of a TA or on the input of other lecturers in the course in the grading of an assignment, ultimate responsibility for the grading rests upon the teacher responsible for the course. If a course is organized and taught by more than one teacher, they may decide to divide the assignments among themselves, use multiple readers per assignment, or they may each review all submitted assignments. This often depends on the number of assignments and number of students in the course.

Program Summative Assignments:

Master's Theses are reviewed and graded independently by the mentor and by two external readers who are knowledgeable in the subject. The external reviewers also assess on a numerical scale the student's performance during an oral defense (as noted above).

As mentioned above, IMPH students in the non-Thesis track, present their Master Paper to their classmates and faculty members within the framework of the Research Forum course. The Research Forum teacher together with 1-2 pre-selected faculty members will assign a grade based on clarity of their presentation and the quality of the critique and feedback they have given to a peer on their proposal.

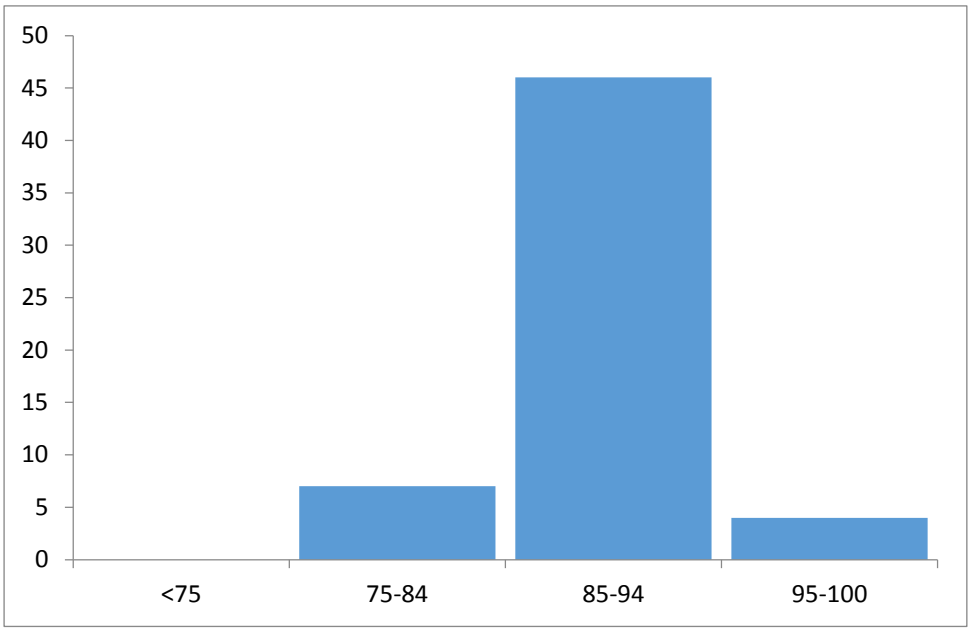
The capstone "Integrative Workshop in Public Health" report is graded by the group-mentor and by one other reader who may be the teacher responsible for the Workshop or another faculty member knowledgeable in the subject.

4. What methods are applied to evaluate written assignments and projects? What kind of feedback, apart from the grade, is given to the students?

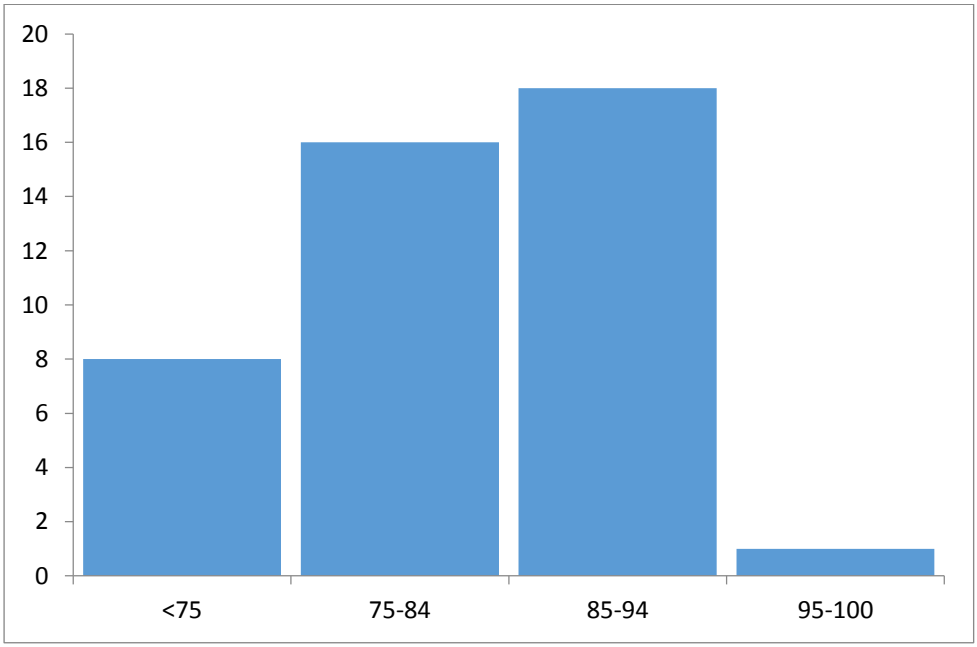
In some courses, teachers routinely provide written or oral feedback to the individual student or a group of students who worked together on an assignment. When this is not done, students are entitled to meet with the teacher and receive feedback. In 2013 the School hosted a professional development session with an expert in adult education (Dr. Revital Heiman from the David Yellin Academic College of Education), on providing feedback for written work. Teachers were given instruction on providing rubrics for evaluating written work, based on guidelines given to the students in preparing the work. The protocol of this session and PowerPoint presentation were made available to all School faculty members. We have not followed up the extent to which this has been implemented, although anecdotal reports from teachers point to uptake of these guidelines. Also, there appear to be fewer complaints by students regarding arbitrary or unsubstantiated grading of assignments. For instance the rubric given in the Clinical Trials course for protocols includes a template and the CONSORT statement.

Average grade given to the graduates of the program in the final project/ final seminar/thesis in each of the last three years

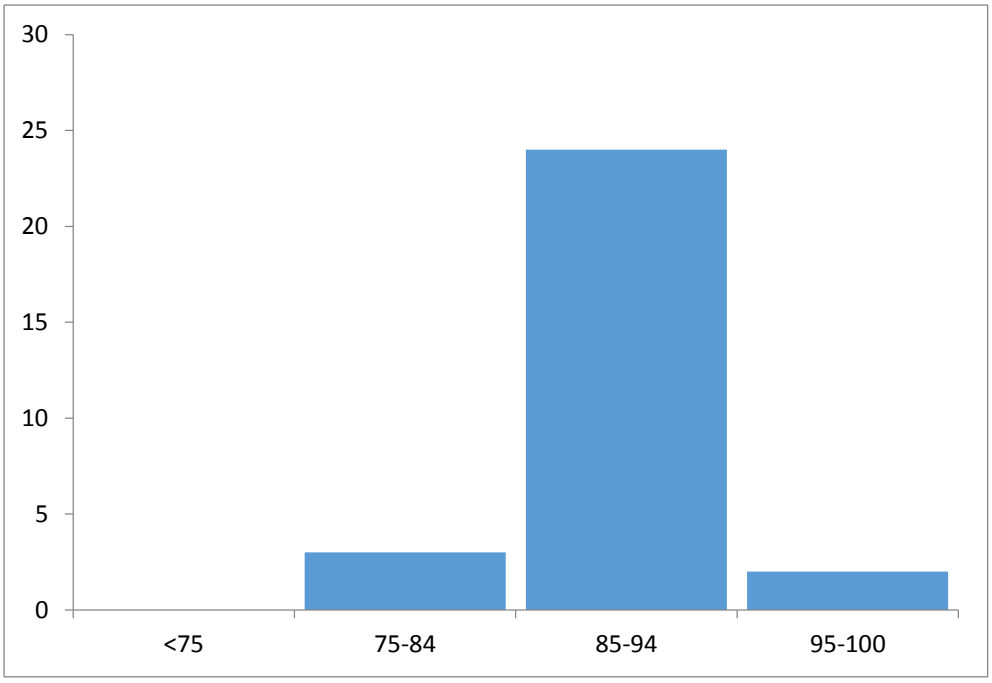
Thesis grades, 2013-2016 (n=57), MP



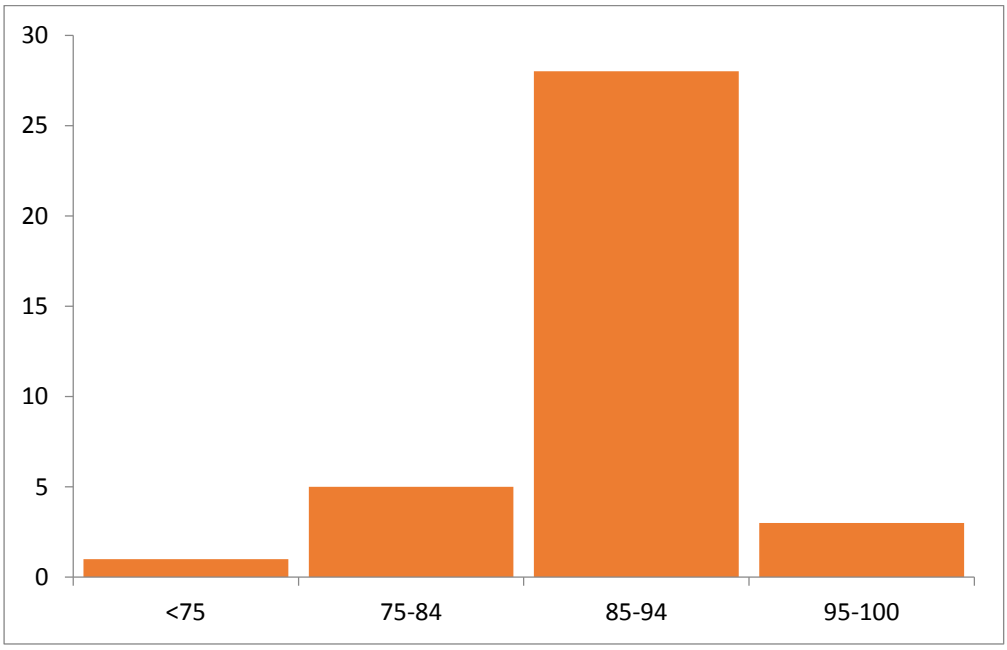
Final exam (non-thesis track) grades, 2013-2016 (n=43)



IMPH thesis grades, 2013-2015 (n=29)



IMPH Masters paper grades, 2013-2015 (n=37)



1. Describe the training/field work required in the program, their contents and scope. Please provide us with a list of places of training including the number of students in each place.

Since the closure of the Kiryat Hayovel center, where students were trained in the principles and practice of community health, our study programs do not include formal field-training. However, MPH non-thesis-track and IMPH students, undertake a modified field-work assignment.

MPH non-thesis-track students participate in the capstone "Integrative Workshop" in which they apply acquired knowledge and skills together with individual and collective professional experience to address a current local or national public health issue/problem. Students in mentored small-groups gather quantitative and/or qualitative descriptive data from the field and the published literature, then consider possible (evidence-based) interventions, and propose the most suitable solution. This exercise often requires students to collect or summarize existing epidemiologic and other data, interview policy-makers, undertake small surveys and/or conduct focus-group discussions.

The nature of the Workshop differs slightly from year to year. Topics may be broad, in which case small groups work on different aspects of that topic, or narrow, each group focusing on a different topic. For example, one year the growing phenomenon of alcohol consumption in Israel was the topic chosen and groups focused on specific issues such as drinking and driving, the widespread availability of alcoholic beverages and under-age sales, and alcohol consumption among soldiers. In 2015, Hadassah hospital was chosen as the field-site and two topics were highlighted - the low flu-vaccination rate among hospital personnel and prevention of hospital-acquired infections. In 2016, Workshop participants selected from a list of topics proposed by School faculty members, such as mammography screening recommendation changes and enforcement of "junk food" bans in schools and kindergartens.

Students in the IMPH participate in the Community Oriented Primary Care (COPC) Workshop which offers a "virtual" field-training experience. Short of physically going into the field, this is a comprehensive hands-on community-based training experience. The main Workshop assignment is to develop a proposal for an intervention in some of their own communities (e.g., the Guatemalan village of Pacanal, Pajule County in Uganda, Maqu Township in the Tibetan Autonomous Region of China). Using real data, students work in small-groups to identify, characterize and prioritize the health problems facing communities in which they live or work, and develop a detailed intervention for the prioritized problem.

An important component of the IMPH curriculum is a series of professional visits to Israeli volunteer and governmental health facilities (Chapter 1, Section G). Students are required to submit diaries/blogs on these visits prior to graduation.

2. What methods are applied to evaluate training/field work? What kind of feedback is given to the students?

COPC Workshop: Evaluation comprises three elements – a graded group-report, group-mentor evaluation, and peer-assessment. Each group prepares a detailed report of their work, based on guidelines distributed in advance. Reports are graded by all group-mentors and the average grade is assigned to all group members (accounting for 50% of the course grade). The group-mentor's

assessment of each student's "in-class" contribution accounts for 30% of the grade. For the peer-assessment (20%), each student anonymously assesses his/her groupmates "out-of-classroom" contribution (1-10 scale) considering level/amount of activity, meeting deadlines, level of professionalism and intellectual input, leadership, team-work, motivation and positivity.

Students and groups receive ongoing and summative feedback. Groups meet with their mentor weekly (4 hours) throughout the semester. Between meetings, mentors are in regular email contact with their group. In addition, the groups present brief progress reports to the entire class throughout the Workshop, receiving immediate feedback from peers and group-mentors. In preparation of the group-report, the group-mentor reviews one draft of each chapter and provides detailed feedback. Each group receives a detailed summary of all reviewers' comments on their reports.

Integrative Workshop: Groups are expected to meet regularly with group-mentors and maintain email communication with them throughout the workshop for updating and feedback. Each group submits a detailed report summarizing their work and findings. The report is read and graded by the group-mentor and the course coordinator. The Workshop grade is group-based, reflecting the average of the two reviewer's grades. Each group receives a detailed summary of all the reviewers' comments.

Please specify the number and percentage of graduates who graduated with honors

Year	Program of Study								TOTAL	
	MPH		MSC		MHA		IMPH			
	Number Graduated	# (%) with Honors	Number Graduated	# (%) with Honors	Number Graduated	# (%) with Honors	Number Graduated	# (%) with Honors	Number Graduated	# (%) with Honors
2011	30	5 (17)	1	-	-	-	17	2 (12)	48	7 (15)
2012	22	1 (5)	1	-	-	-	19	-	42	1 (2)
2013	25	3* (12)	1	-	4	1* (25)	28	-	58	4 (7)
2014	20	-	6	2 (33)	7	1* (14)	19	-	52	3 (6)
2015	13	1 (8)	3	-	6	-	19	1 (5)	41	2 (5)
2016	30	-	2	1 (50)	1	-	18	3 (17)		
Total	140	10 (7)	14	3 (21)	19	2 (10)	102	3 (3)		

*Summa Cum Laude

4. Other - any other methods applied to measure the achievements of the students.

No, we do not have any other formal measures, although we do try to informally monitor publications, prizes, presentations at conferences and success in job placement.

D. In summary, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Do you think that the intended LO were achieved by the students?

It is difficult to assess the extent to which each student or even students in general achieved the learning objectives of the specific courses and the overall program, yet several indicators suggest that the courses and the programs overall are achieving their goals.

IMPH Program Summary Evaluation: In addition to the formal HUJI evaluations that students are expected to complete upon conclusion of each course, we ask our IMPH students to complete a summative evaluation of their entire IMPH experience, point out program weaknesses and provide suggestions for improvement. The questionnaires are distributed after all academic requirements have been met to ensure that students feel free to share honestly and openly. Each year, nearly all graduating students complete the evaluation forms.

Overall, the students express a high level of appreciation for the program. In 2013-2014 and in 2014-2015, all respondents described the year they spent in Jerusalem as a "very worthwhile experience" or a "worthwhile experience". On a scale of 1-4 (1=not a worthwhile experience; 4=very worthwhile) the mean score was 3.9+0.2 in 2014-15, and 3.65+0.49 2013-14.

In response to the question "What is your overall opinion of the MPH course as an academic experience?", 12 of 18 respondents (among 21 students) endorsed "excellent", 6 "good", and none indicated "fair" or "poor"; mean score = 3.7±0.5 of 4.0 on 2014-15, with a slightly lower mean score (3.24±0.56) on 2013-14.

In response to the question: "To what extent did the MPH course work deal with subjects relevant to the development of your country?", on a scale of 1-5 (1=not at all, 5=to a great extent) the mean score in 2014-15 was 4.4+0.7; 3.82+0.64 in 2013-14.

Respondents are also asked to comment on the value of the IMPH curriculum "as a learning experience" (scale: 1=not at all…5=to a great extent): All aspects of the curriculum (frontal teaching, exercises, group work, self-study and Master-Paper/Thesis) received a score of ≥4. In 2013-2014, the most valued aspects of the curriculum were the Master-Paper/Thesis, self-study, frontal teaching and exercises.

Annually, >50% of the respondents report that they anticipate a promotion or change in professional position upon returning home.
IMPH graduate Dr. Ulo Benson (2003, Director, Prisons HIV/AIDS & TB Program, International Medical Corps, Kenya) remarked (unsolicited): “The IMPH simply put, converts keen and dedicated individuals into think-tanks that are adaptable to all situations to shape public health practice worldwide”.

While we don't yet have such an evaluation for our Israeli graduates (planned for 2016-2017),

informal feedback we receive from our students (including in student-teacher meetings- see Chapter 3) and graduates indicates a high level of satisfaction with the programs of study. As we are a small graduate School with an ”open door” policy to administrators and program directors, and especially the Academic coordinator, there is ongoing contact between students and staff and ability to respond quickly to student feedback. The overwhelming majority of the senior Israeli public health personnel hold our MPH degree, indicating the employability of our graduates.

Chapter 3 - Students

A. What are the entry requirements/criteria for the program (first degree and advanced degrees including "on probation" status).

The recruitment policy and admission criteria are in line with the School's mission, and aims and final qualifications of its study programs. In accordance with HUJI policy, applicants with previous degrees from academic institutions outside of Israel must have their transcripts and degrees authorized by the Hebrew University Office of Overseas Students Admissions http://info.huji.ac.il/en-overseas.

1. MPH (MD-MPH, MVPH), MSc. and MHA: Applicants must hold at least a bachelor's/professional degree from a recognized academic institution in Israel or abroad with a minimal overall average grade of 80% in their undergraduate/veterinary studies for MPH and MSc, and 85% or an MD degree for the MHA program.

2. IMPH: Applicants must hold an academic degree (BA/BSc, MA/MSc, MD) in a health field, or in biological/ social sciences relevant to health from a recognized university. English language proficiency must be demonstrated by appropriate formal test scores and a telephone interview with a member of the Admissions Committee. Applicants holding bachelor's degrees only must have an overall average grade of at least 75% (GPA 3/4) in their undergraduate studies.

3. Probation status: Exceptional applicants to the MPH, MSc or MHA programs whose grades fall only slightly below the eligibility criteria may be accepted on probationary status based on the Admissions Committee's assessment of their experience, reference and motivation letters. These students are required to obtain a minimum grade of 80% in all first semester courses to continue their studies.

4. PhD candidates must meet the criteria specified by HUJI's Authority for Research Students (ARS) [http://www.research-students.huji.ac.il/en/candidate-standard-0].

B. In the format of a histogram, please present the range of psychometric test scores or the equivalent and the range of matriculation averages of the students that were admitted to the program in the last five years. If there is a discrepancy between the admission criteria and the de facto admission data, please elaborate.

1. IMPH- This program accepts students with previous degrees from universities in many countries. Due to the large variability in grading practices among these systems, grades of candidates' prior degrees are not presented. Many candidates are physicians and the Admissions Committee recognizes the rigorous entry requirements and degree demands for MD programs in most countries. All admitted students have their transcripts and degrees authorized by HUJI Office of Overseas Students Admissions.

2. MPH, MSc and MHA- The histogram displays Bachelor's degree scores of all the students admitted to these programs in the last 5 years (n=164). The average grade is 86.1%. Two students scored below the admission criteria of the MPH program (i.e., average grade >80%): one is a physician serving as deputy director of a major psychiatric hospital (score=75%) who performed

well in his MPH studies, and the second is a HUJI medical student (score=79%). Data do not include the MVPH program, which began only in 2014/15 and is officially registered in the Veterinary School (all 17 students enrolled to date in the program fulfill the admission criteria).

3. Probation status- Students admitted on probation during the last 5 years had an average grade of 77% in their Bachelor's degree studies.

4. PhD – Students are admitted by HUJI ARS upon approval by the School's PhD Committee after verifying that they fulfill the entry requirements. Students are accepted into one of the following categories: Stage 1 research student with/without prerequisite courses (majority of students) or "preliminary research student" (MITMACHE LE'MECHKAR).

Braun School of Public Health
and Community Medicine
Hebrew University of Jerusalem
Hadassah Medical Organization

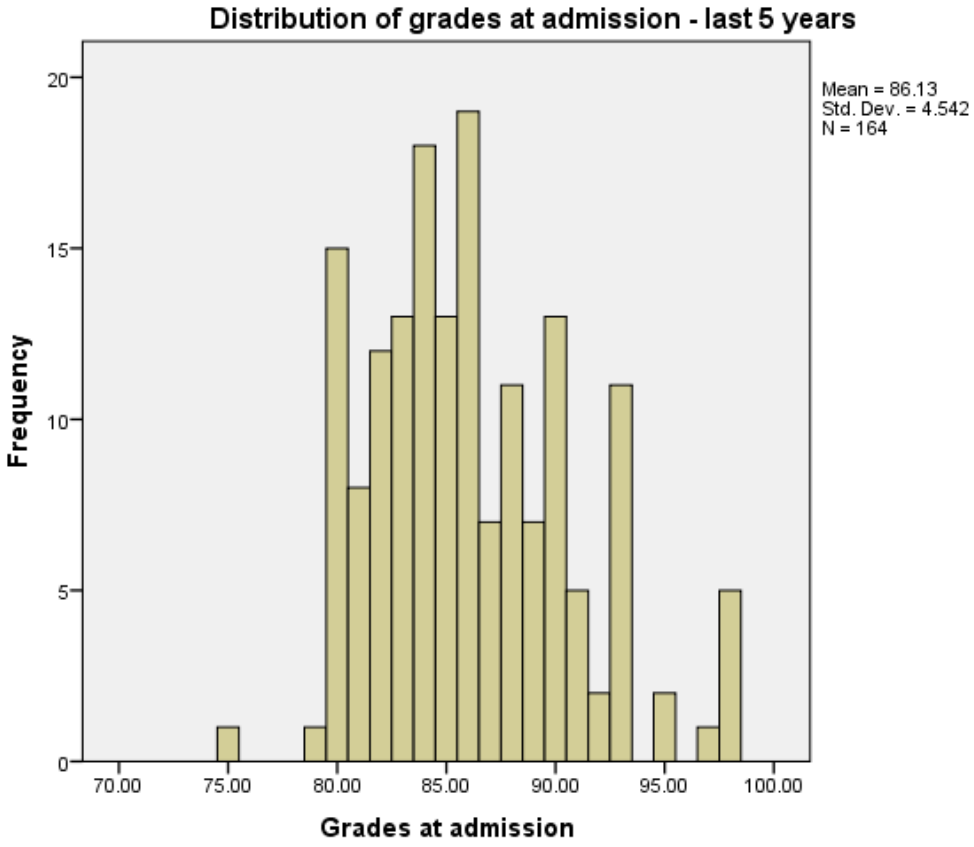


Table 3 - Braun School - Student Registration							
Academic Year							
		2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
MPH	Applicants*	35	55	44	73	58	78
	Admitted	25	30	26	45	41	56
	Admitted on ** Probation				13	6	7
	Enrolled	17	19	20	44	33	51
	Total number of students	As the line above	As the line above	As the line above	As the line above	As the line above	As the line above
IMPH	Applicants	94	119	124	104	98	122
	Admitted	25	34	24	29	29	27
	Admitted on Probation						
	Enrolled	21	28	22	21	22	21
	Total number of students	As the line above	As the line above	As the line above	As the line above	As the line above	As the line above
MHA	Applicants	17	34	22	33	32	31
	Admitted	12	8	5	12	14	6
	Admitted on Probation					2	1
	Enrolled	11	7	2	12	8	5
	Total number of students						
MSc	Applicants	9	8	10	15	12	8
	Admitted	6	3	2	4	3	2
	Admitted on Probation		1				
	Enrolled	6	3	2	4	3	2
	Total number of students	As the line above	As the line above	As the line above	As the line above	As the line above	As the line above
PhD	Applicants						
	Admitted						
	Admitted on Probation						
	Enrolled	7	6	2	5	5	
	Total number of students						

comments

*Some potential entrants apply to more than one program

** Included in the line above (# Admitted)

D. Describe the selection and admission process, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an academic degree.

MPH, MSc, MHA and IMPH

Applicants are required to submit the following documents:
1) Curriculum Vitae.
2) Copy of an academic degree certificate and valid transcripts (all degrees).
3) Personal statement as to the reasons for wishing to pursue a Master's degree in the School
4) Letters of recommendation from 2-3 senior academics or professionals who can attest to the applicant’s qualifications and ability to successfully complete the Program.

The School has recently transitioned to an on-line admissions procedure.

Each program has its own Admissions Committee, comprised of 3-4 members. Applications are forwarded to the relevant members who evaluate each application independently based on pre-specified criteria (see section E below). Applicants are notified by a formal letter of the Committee's decision no later than a month prior to the beginning of the academic year.

Criteria for advancement and for completion: (see flow charts Chapter 1)

1. MPH, MSc and MHA – Each program has its own compulsory courses which take place during the first year and are considered prerequisites for advanced elective courses, taken mainly during the second year. A student who fails one compulsory course (i.e. scores <60%) must receive approval from the Academic Coordinator to continue with other courses while re-taking the “failed” course. Upon completion of the 1st year, MPH students are required to select a stream (Health Promotion, Epidemiology & Biostatistics, or Health Economics & Administration) and a track (thesis or non-thesis). The MSc is thesis-track only and the MHA is mainly non-thesis track. Students in all programs are entitled to receive an academic degree only if they successfully complete all compulsory and elective courses required by the specific program and stream (with a minimum score of 60%). Additionally, thesis-track students must submit and successfully defend their theses. MPH non-thesis-track students are required to pass a final summative exam (minimum score of 60%).

2. IMPH – Compulsory courses are taken during the 1st semester and an average score of at least 85% is the general eligibility criterion for entering the thesis-track. A student who fails (grade <60%) a compulsory course must receive approval from the Academic Coordinator to continue with other courses while re-taking the exam during the 2nd semester. Thesis-track students are entitled to receive the MPH if they complete all compulsory and elective courses required (6 credits) at a minimum score of 60%, and submit and successfully defend their theses. Non-thesis-track students are entitled to receive their degree if they complete all compulsory and elective courses (12 credits) at a minimum score of 60%. Additionally, they must submit and present a Master Paper before their peers and faculty members, and receive a score of at least 60%.

3. PhD- As noted, candidates are admitted via a process described in the ARS website: http://www.researchstudents.huji.ac.il/en/candidate-standard-. Selection is conducted in conjunction with the Schools' PhD Committee which screens the candidates and their suggested research project. Advancement is conducted in formal stages and depends on coursework, acceptance of their thesis proposal and progress of their research, as per ARS regulations.

E. Is there a policy of affirmative action and standards for the admittance of candidates? If so, please describe. How are the admission criteria decided upon, and to what extent are the criteria and procedures for admission related to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) to the program?

School regulations, in concert with HUJI policy, ensure equal consideration to potential entrants without reference to age, gender/sex, disability, religion, nationality or ethnicity. There is no formal affirmative action policy in the School. At the same time, some IMPH scholarships have specific requirements or specifications which the School must respect. For example, the Parasol Foundation (formerly Bonita Trust) awarded one scholarship annually exclusively to a female medical doctor from India. The Pears Foundation generally awards scholarships to applicants from sub-Saharan Africa. The Peres Center for Peace specifically granted scholarships for Palestinians. For those funding partners who provide open IMPH-scholarships, the Admissions Committee aims to have a diverse geographical representation of low-income countries in each and every cohort, as well as optimal gender and professional representation. Occasionally scholarships are offered to potential entrants to the Israeli programs from specific backgrounds (e.g. the Israeli-Arab sector) by donors or the Faculty.

Admission criteria reflect the Programs' aims and are in accordance with the School's mission. They are set by the Program directors in concert with the Education Committee. We do not consider psychometric scores as admission criteria for our exclusively graduate degree programs. In keeping with our vision of attracting students from a broad range of disciplines and since there is no bachelor degree in Public Health in Israel, the MPH Admissions Committee considers applicants with a wide range of backgrounds in their prior degrees and/or in their work experience. Various means are used to attract a heterogeneous body of applicants, including an "open day" and wide distribution of digital information.

MPH, MSc, MHA: Admissions Committees members judge each application independently based on the following criteria using a pre-specified form and applying a scoring mechanism of 1 (lowest) to 4 (highest) for every item: (1) Academic achievements with special focus on quantitative skills; (2) Personal statement letter; (3) Previous experience in public health/clinical medicine/ clinical research or administration; and (4) Recommendation letters. According to the total score each Committee member recommends to accept, accept on probation or reject the applicant or place him/her on a waiting list. Decisions are by majority vote and after deliberations, when necessary, as in the case of discrepant scores.

IMPH: Each application is scored independently by two reviewers, who evaluate academic records, public health background and motivation, job history and reemployment prospects, recommendation letters and English proficiency. Given the highly competitive nature of the scholarship program, the Admissions Committee aims to accept outstanding candidates. Discrepancies are handled by re-review by the entire Committee until consensus is reached.

Actual grades: see Section B above

PhD: HUJI-ARD admission criteria reflect HUJI's mission and aims. The Schools' PhD Committee conducts additional screening of applicants aiming to ensure that they have the necessary background and will be highly likely to successfully complete their degree within the allotted time (5 years). Committee members receive all the information transmitted to HUJI-ARD, review the candidate's research pre-proposal, assessing feasibility of the proposed research, appropriateness of the mentor, and availability of resources (e.g., data sources).

What are the reasons for their leaving (academic/other)? Is there satisfaction with the drop-out rate? If not, what steps does the unit take in order to change it?

Israeli Masters Programs:

The Academic Coordinator monitors the academic performance of the students.
Based on our experience, students should be considered "drop-outs" if they have not successfully completed the first year of the Program. In all our Masters programs combined, the rates of this type of drop-out ranged between 3- 9%/yr over the last 5 years (Table 4). Reasons for leaving within the first year, in order of frequency, are: (1) experiencing difficulties in meeting academic requirements; (2) not meeting criteria for probation; (3) conflicts with job demands (most students are working); (4) field/studies did not meet their expectations; and (5) personal/familial considerations. The vast majority of students who successfully passed their first year courses also successfully completed second year courses.

Rates of degree completion differ by program and track as follows:

1. IMPH –Almost all students graduate within a year as required by the program. Students' progress in the program is monitored through group and individual meetings between students and the Academic Coordinator and/or Program Director. Students who are identified as requiring learning support are provided with extracurricular tutoring.

2. Israeli Master's programs:
a. Non-thesis-track students: These students typically graduate within two years.
b. Thesis-track students: These students usually complete all required courses within the first two years. However, their thesis project, which starts usually in the second year (as most students lack the appropriate methodologic background to undertake research work until they have completed core first-year courses), often exceeds the recommended time for graduation. Most students either take on or return to full-time positions upon completion of their coursework. Some of these students are unable to devote sufficient time to their research and thus graduation is delayed. In addition, MD-MPH students return to full time medical studies upon completing their MPH courses and are unable to devote sufficient time to their thesis during their clinical years. (Thesis completion is now a requirement for internship and this should shorten the time to submission). A few students even decide to "freeze" their degree due to professional obligations and return to complete their thesis later on. To illustrate this point, the graduation rate in the Israeli programs was 89% for the class of 2009-2010 compared to 53% in class of 2012-2013 for which follow-up time is shorter. Notably, the percent of students graduating has increased in the last decade following the introduction of the non-thesis-track.

Two main measures are taken to address the extended time to graduation among Israeli thesis-track

students:

1) Periodically, the head of the Education Committee reviews the files of students who have delayed submitting their thesis. Students are contacted and invited for a meeting. Those judged to be unable to complete their in the near future, are encouraged to consider transferring to the non-thesis track which requires taking additional elective courses and the final exam. Graduation can then be achieved within a year from the track switch.

2) Starting with the class of 2016-2017, passing the first-year courses with an average grade of 82% will be an eligibility criterion for the thesis-track. Setting this threshold will hopefully allocate appropriate candidates to this track, and may contribute to the shortening of time to graduation. Information sessions on the thesis have also been moved to the beginning of the second semester of the first year, rather than the end.

PhD- Several measures have been introduced by HUJI ARD, including a Monitoring Committee, as well as the screening procedure by the PhD Committee aimed at optimizing degree completion. The School recently developed an online monitoring program to facilitate tracking of PhD candidates and assure timely advancement.

Braun School of Public Health

Year (מחזור לימודים)	Number of students started studying in the program	Number of students completed the first year successfully	Number of students graduated within 2 years	Number of students graduated within 3 years	Number of students graduated within 4 years	Number of students graduated more than 4 years since starting their studies	Number of students graduated with honors
2008-9	69	61	47	3	4	2	5
2009-10	51	49	25	8	7	5	1
2010-11	66	60	29	6	7	5	5
2011-12	55	50	34	1	4		1
2012-13	58	56	38	6			1
2013-14	46	42	33				1
2014-15	81	68	18/21 IMPH				1(IMPH only)
2015-16	66		18/21 IMPH				3 (IMPH)

• Is there a procedure for encouraging students to carry out independent research?

N/A

• Is there a departmental seminar? Are graduate students participating in it?

B. Graduate programs:

1. Master's programs: each program, track and stream has its own structured curriculum. Detailed description is provided in Chapter 1.
2. PhD program: The structure is uniform across all disciplines at the Hebrew University, and is described in detail at the ARD website: http://www.research-students.huji.ac.il/en/candidate-standard-0.

Mandatory courses for research skills:

1. Master's programs:

Mandatory for all Master's students:
Epidemiology; Research Methods (including scientific writing); Statistics; Statistical Software.

Mandatory according to program, track or stream:
Linear and Logistic Regression; Analysis of Rates and Ratios; Survival Analysis; Qualitative Methods; Clinical Trials; Quantitative Methods in Organizing Planning and Supervision of Health Services; Qualitative Research Methods; Economic Evaluations in Medicine and Research Forum. The latter course is mandatory for all IMPH students and for Israeli thesis-track students and serves as a graduate seminar. Within this framework all students present their research proposal and then receive feedback from peers and faculty. Scientific writing is taught in the Research Methods course, and reinforced in the Research Forum. Library sessions for literature and database searching are held in the IMPH Research Forum and in the MPH/MSc Clinical Epidemiology course. IMPH students have didactic and interactive sessions on sample size calculation, online bibliography tools, how to write an abstract, how to write a discussion, as well as oral presentation skills. They also have a special session called "from data analysis to data presentation". IMPH students as well as students in the Clinical Trials course obtain GCP training and can obtain GCP certification.

2. PhD program:

According to HUJI guidelines, courses for PhD students from all disciplines are tailored to fit the student's background and research topic and are selected by the student and supervisor/s and approved by the student's selected Monitoring Committee, as described in detail at the Authority for Research Students website: http://www.research-students.huji.ac.il/en/candidate-standard-0.

Additionally, there are prerequisite courses for students who apply for a PhD in Public Health whose Master's degree is not from a relevant discipline. These courses typically include Epidemiology, Research Methods and Statistics, and are determined by the PhD Admissions Committee. Candidates are required to complete these prerequisite courses with an average grade of at least 85% in order to be formally accepted to the PhD program in Public Health.

Time frame for graduation and policy regarding exceeding the recommended time: See part F in 'Admission, acceptance process and graduation' section above.
School seminars are held throughout the entire academic year, at least every other week. Talks are given either in Hebrew or in English and are intended for Master and PhD students and faculty. The seminars are open for researchers and clinicians from outside the school. Starting in 2016, participation for IMPH and second year Israeli program Master's students will be mandatory and monitored as a graduation requirement.

C. How do graduate students (MA and PhD) find an advisor and in what point of their studies? Is there a structured mechanism? Please describe the process briefly.

1. Israeli Master's programs (thesis-track only): Students are required to select a thesis topic and an advisor by the beginning of the second academic year. The selection process is as follows: 1) A list of potential advisors and their research areas is circulated during the second semester of the first academic year (see also Chapter 4 Section K.); 2) Research Forum coordinators and the Academic Coordinator meet the students towards the end of the first academic year and describe the thesis-track, verify that the students review the list of advisors and topics and encourage the students to contact relevant advisors and make their selection as soon as possible, and no later than the beginning of the second academic year. Assistance is offered in this process.

2. IMPH: The selection process for thesis topic and advisors is similar to that described above with the following three exceptions: 1) All IMPH students (thesis and non-thesis-tracks) are required to select a topic and advisor for their thesis/Master's paper; 2) the selection is made at the beginning of the second semester and students are required to work on the project during the second and summer semesters; and 3) Research Forum Coordinators ensure that all students have selected topics and advisors within the first couple of weeks of the second semester and often assist by connecting students with relevant advisors based on students' research interests.

3. PhD: According to Hebrew University guidelines, PhD students from all disciplines are required to select a topic and advisor for their PhD prior to applying for the program, as described at the ARS website: http://www.research-students.huji.ac.il/en/candidate-standard-0. A list of School's faculty members and their research areas can be found at the school's website. The Head of the PhD Admissions Committee assists applicants by directing them to potential advisors.

D. Are graduate students encouraged to publish? If so, how? Do they receive support for doing so?

Students are generally encouraged to publish by several means, as follows:

Master's students:

1. Students are notified regarding the option of submitting their Master's thesis in the format of a scientific paper (with appendices) to facilitate publication. A growing number of supervisors strongly encourage this option.
2. Master's papers written by non-thesis-track IMPH students can take the form of a grant proposal for submission to a funding agency upon the return of the graduate to his/her country, a program review or in-depth analysis of a public health issue which can serve as a basis for policy reports. Occasionally Master Papers are published as scientific review articles, eg. Njiru H et al. Geophagy

during pregnancy in Africa: a literature review. Obstet Gynecol Surv. 2011, 66(7):452-9
Our Pears alumni Seed Grant Program provides both funding and research opportunities for some of our IMPH alumni. At least one of these has been published (Natamba, B and colleagues. High levels of food insecurity were observed among HIV, TB, and HIV/TB co-infected outpatients in northern Uganda The FASEB Journal. 2016; 30 (1)Supplement 899.12
3. Often, students and advisors continue working together after graduation to transform the thesis into published papers.

PhD students:

1. As per HUJI regulations, a PhD dissertation can take the form of a collection of published/publishable manuscripts. This option is usually encouraged by Braun School PhD mentors to facilitate publication (http://www.research-students.huji.ac.il/en/candidate-standard-0).
2. The ARS offers Travel Grants to support participation of PhD candidates in scientific conferences to present their research (http://www.research-students.huji.ac.il/en/travel-grants).
3. Continued post-graduation collaboration between students and supervisors often leads to publications.

E. How are graduate students supported financially: are there fellowships (full/partial)? Are they funded by the institution or by their advisor (via grants)? What are the criteria for receiving a fellowship?

1. Israeli Master's program: The majority of students in the various Master programs combine their studies with work and are therefore ineligible for Faculty of Medicine scholarships. However, in some cases exceptions are approved and students with outstanding achievements (e.g., students on Rector's or Dean's lists) or non-employed students receive partial Faculty support. These fellowships need to be matched from the thesis supervisor's research funds. Some students serve as research assistants and receive salary from their advisors. Outstanding students may be hired as teaching assistants. Students in need may apply to HUJI's financial aid office. http://pnyot.huji.ac.il/mador_siua (in Hebrew)

2. IMPH: All IMPH students from low income or low-middle income countries (the majority of students) are accepted into the program with a scholarship (US$36,000 in the last years) that covers virtually all expenses associated with studying and living in Israel. See above Part E in 'Admission, acceptance process and graduation'.

Over the years, these scholarships have been made available through funding from the Israel's Agency for International Development Cooperation (MASHAV) of the Israeli Ministry of Foreign Affairs that was central in the establishment of the IMPH program, the Open Society Institute (Soros Foundation, New York), the Legacy Heritage Fund Ltd, and other donors. Today, scholarship funding is generously provided by the Pears Foundation (a private foundation based in UK), MASHAV, HUJI and its American and British Friends associations and other funding agencies such as Rotary International. In 2011/2012, the Peres Center for Peace awarded three scholarships for Palestinian students.

3. PhD: PhD students working full time on their research project are typically supported by their advisor's research grants. PhD students with outstanding academic achievements are awarded partial fellowships from the Faculty of Medicine, and these fellowships are matched by their advisors. The amount of fellowship support associated depends on grades obtained in earlier

degrees, as described in the Faculty Website (https://medicine.ekmd.huji.ac.il/He/Education/programsAndRegulations/regulation/postgraduate/Pages/ScholarshipRegulation.aspx). However, a substantial number of the School's PhD students are employed full-time elsewhere and therefore are not entitled to receive fellowships. Outstanding PhD candidates may be hired as teaching assistants in the School.

4. School Awards: Each year the School offers modest awards and scholarships to selected Master students and PhD candidates based on academic achievements and/or relevance of their research topic to the goals of the funding source. The funds originate in family trusts and foundations established in memory of family members, or are donated by NGOs etc. Altogether about 20 awards are allocated yearly.

A. Describe the system of academic counselling for students before and during the period of study (including reference to the structuring and approval of the study curriculum).

MPH, MSc and MHA: Individuals interested in applying to one of the School's programs are referred by the Secretary for Student and Teaching Affairs to the Academic Coordinator and are invited for a face-to-face or phone meeting prior to registration for counselling on the different programs, streams and tracks. During their studies, students are welcome to contact the Academic Coordinator directly with any personal academic issue or through the class representatives with general academic issues.

Prior to the beginning of the first and second years all students receive a letter explaining the choice of courses and general guidelines for online course registration. Counseling session days are scheduled before the start of the second year and students continuing to the second year are invited to contact the Academic Coordinator and the Secretary with any question or request. The Secretary and the Academic Coordinator review each student's study plan and approve or suggest changes.

IMPH: In this program, all first semester courses are mandatory and the Academic Coordinator is mainly engaged in students' requests or difficulties in core courses during this period. Prior to the second semester, counselling takes place regarding selection of a track and elective courses. Throughout the year, students' academic progress is monitored through meetings between students and the Program Director and Academic Coordinator. Extracurricular tutoring and learning support are provided when necessary.

PhD: Counselling regarding courses is conducted by the supervisor and course choice requires the approval of the doctoral student's individual Monitoring Committee.

B. Do students with special needs receive special support? If so, please specify.

As per HUJI's policy and guidelines, resources are in place for students with special needs related to the academic (such as learning disabilities) and personal needs (such as psychological counseling and gender and parenting issues, as well as absences due to military reserve duty) (http://studean.huji.ac.il/?cmd=about_english). These include special time allowances or oral exams for students with special needs. Students contacting the School's secretaries for Student Affairs, the Academic Coordinator or one of the faculty members regarding special needs or other difficulties are referred to the appropriate University service for counseling and the recommendations from the counseling are implemented in the School, as necessary

IMPH students face potential unique stresses related to departing their home-countries for an entire year, leaving families and sometimes young children behind, sharing living accommodations with peers, and the very intensive curriculum. Therefore, at the start of the academic year, the Faculty's professional counselor meets with the IMPH class for an informal discussion about these potential challenges. The counselor remains available to the students on an individual and class level throughout the academic year.

C. Are counselling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity.

MPH, MSc, MHA: As most students are employed prior to and during their studies, the School does not provide formal employment counseling for graduates. However, a variety of informal tools are used to assist post-graduation employment. These tools are based on a close network connecting faculty members and alumni positioned at various institutions and agencies including the MoH, HMO's, Central Bureau of Statistics, universities, research centers, municipalities, hospitals and NGOs. Periodic seminars presented by alumni from these institutions offer an opportunity for personal meetings between students seeking jobs and potential employers. Announcements of job openings are occasionally posted on bulletin boards in the School and around campus. In addition, HUJI maintains an online employment search board (in Hebrew) (http://new.huji.ac.il/links/782).

IMPH - IMPH scholarship students are expected to return to their respective home countries and to take up positions in Public Health there. Therefore applicants are expected to submit as part of their application material evidence of employment/re-employment upon completion of the MPH degree (although this is not a formal acceptance requirement). While the School is not formally engaged in seeking career placements for the IMPH graduates, our active Alumni program does provide extensive opportunities for alumni to exchange and share information with regard to employment and career prospects. The School also facilitates partnerships between IMPH alumni whose work or research interests and projects may be of interest to potential funding partners.

Additionally, opportunities for networking and information-sharing on job openings are provided to Israeli and international alumni via alumni regional conferences that are organized by the School and held either in Jerusalem or abroad. Recent examples include the "Generation Conference" for Israeli alumni (Jerusalem, November, 2015), IMPH Pears alumni conferences in Jerusalem in 2010 and 2013, as well as IMPH regional alumni conferences in East Africa (2014) and West Africa (2016).

See also alumni survey data on post-graduation employment status (in part B of 'Alumni' section below).

D. Does a monitoring mechanism of the progress of graduate students' research exist? please specify.

Each student is expected to maintain continuous contact with his/her advisor and to regularly update the advisor on progress (or lack thereof) of the research. Additional monitoring mechanisms include:

1. MPH, MSc and MHA- Throughout the second academic year all thesis-track students participate in Research Forum meetings which take place every other week. In this framework students are

provided with an opportunity to present their research proposals and to receive feedback from peers and the course coordinators. The Research Forum coordinators monitor students' progress throughout the academic year, and students are encouraged to contact them with any thesis-related problem, but formal updating meetings are not held.

2. IMPH - All IMPH students (thesis and non-thesis-tracks) participate in Research Forum meetings held weekly during the second semester. In this framework close monitoring of their progress is conducted. Additionally, at least one progress update meeting is held with all students during the summer. Students are encouraged to contact the course coordinators with any thesis/master paper related problem. Strict deadlines are in place for proposal and thesis submission.

3. PhD – As per HUJI regulations, progress of PhD candidates is rather closely monitored via a structured mechanism that includes a PhD Monitoring Committee and a pre-defined time-frame for meetings and progress reports, detailed in: http://www.research-students.huji.ac.il/en/candidate-standard-0. As noted, an electronic dashboard has been established in the School for monitoring each candidate's progress and passage through the relevant milestones.

See also part F in 'Admission, acceptance process and graduation' section above.

E. What are the mechanisms that deal with student complaints? Please provide a list of students' complaints over the last two years and the way they were resolved.

The School has created several mechanisms to deal with student requests and complaints. First and foremost there is an “open door” policy with regard to students approaching the secretarial office, Academic Coordinator and other School faculty including the Director and Heads of Programs. Furthermore, at the beginning of each academic year the students nominate class representatives (2 in the IMPH program and at least 5 in the Israeli programs). These representatives are invited to contact the School’s staff throughout their studies with any issue arising during this period. Additionally, the Teachers-Students Committee meets at least once each semester (towards the end of the semester) to discuss relevant issues that arise during the semester. The Committee consists of the class representatives as well as the Director of the School, the Academic Coordinator, the School's Secretary for Student and Teaching Affairs and if needed, Heads of the Programs. Specifically in the IMPH program, a Social Coordinator is responsible for addressing requests/complaints related to housing and/or social issues.

Below are examples of complaints that arose during the last two years and the manner in which they were addressed. Notably in situations where the complaint was presented late in the semester or academic year, the change took place at the beginning of the following semester/year.

Complaint	Resolution
Israeli Master programs	
The shift to a one day/week schedule created difficulty for some students to concentrate throughout the long study day (up to 12 hours), and sit in class for 1.5 hours.	Teachers were requested to allow a 5-minute recess for student-lead classroom exercise/physical activity breaks. All teachers cooperated and this successfully contributed to students' ability to focus throughout the day. A video of these exercise breaks was presented at a School Council Meeting, along with results of a student satisfaction survey. Class representatives will brief the incoming cohort so that they could benefit as well.
Students requested that quantitative courses be scheduled during morning hours when attention is at its peak.	Constraints related to teachers' schedules did not allow for re-scheduling all quantitative courses. Some courses were moved to the morning and minor changes were made in the scheduling of afternoon classes.
As students are expected to choose their stream and track by the beginning of the second academic year, students requested to receive selection guidance and detailed information about the streams and tracks towards the end of the first year.	To address this request, the Academic Coordinator and the Research Forum coordinators meet the students towards the end of the first year and provide detailed information, allowing the students to make use of the summer break to consider their choice (see also part C in 'Students and Research' section above). In addition, detailed information about the thesis project is provided on the School's website.
Some lecture rooms are less comfortable and convenient due to noise, distance from other classes, or unsuitable room structure.	A list of the most problematic rooms was received from students and presented to the heads of the Faculty's Teaching Services who responded positively to the students' requests. Some rooms have already been switched for more suitable classrooms.
Lack of statistical consulting for thesis students.	The School is aware of this problem and is searching for a solution. Currently due to budgetary constraints, only two part-time statistical consultants are available.
Information about the structure of the final summative exam (for non-thesis-track students) was not readily available.	Information about the final exam was uploaded to the School's website. In addition, the Academic Coordinator circulates examples of previous years' exams, approximately two months before the final exam.
Some courses are taught in English (mainly MHA core courses which are taught in HUJI's School of Business Administration).	This is a HUJI policy for Master's degree courses and each year the University offers an increasing number of courses in English. Students are permitted to take the same course in Hebrew, however this may require them to make schedule changes that will result in studying more than 1.5 days a week.

IMPH	
Students requested that part of the Health Promotion course curriculum become mandatory and taught during the first semester as it provides important tools and knowledge for 2nd semester courses and for the COPC Workshop.	A change in schedule was introduced and Health Promotion is being taught in the first semester to all students as part of the "Introduction to Health Promotion and Health Behavior" course.
The content of an elective course overlapped partially with a core course taught by another teacher.	This complaint was discussed with the two teachers, and after careful consideration and review of the syllabi the elective course was cancelled.

F. What financial assistance is provided to students with financial problems and to outstanding students? What other types of financial support is available to students?

HUJI's Dean of Students' Office (Studenthttp://studean.huji.ac.il/-) offers assistance in cases of financial difficulties.

Information on fellowships, scholarships, prizes and other types of financial assistance is described above ('Students and Research' section, Part E).

A. Do the institution and/or the department maintain contact with their alumni, employers, and employment market?

MPH, MSc, MHA and PhD - Upon receiving their degree, our students are encouraged to join HUJI's Alumni Association, and at that point their personal details are updated by the Secretary for Student and Teaching Affairs so as to enable future contact. Many of our graduates hold positions in health services in Israel and our faculty members, as part of their academic and research activities maintain contact with numerous graduates. In 2010 the School organized a Research Day to celebrate 50 years since the first MPH class. Considerable effort went into compiling a comprehensive an up-to-date Alumni list and many graduates attended. In 2015 the School hosted the Israeli alumni "Generation Conference", which was very well attended. Both events were used for networking and updating alumni personal and contact details.

IMPH- the IMPH Alumni Academic Coordinator and the IMPH Alumni Communications Coordinator manage the extensive global network of nearly 850 IMPH alumni. Within this framework, a continuously-updated alumni database facilitates communication with each alumnus. Alumni activities include distribution of four Alumni Newsletters annually with news of Alumni, the School, highlighting a graduate, etc. Connections with Alumni are also maintained via our website, social media (Facebook, LinkedIn) and our closed, password-encrypted Alumni Social Platform. The School also organizes periodic alumni conferences in Israel and abroad. Recent examples include the IMPH Pears Alumni Conference in Jerusalem in 2010 and in 2013 (which included a one-day international symposium on reproductive health) and East and West Africa regional meetings in 2014 and 2016, respectively.

B. Please specify the extent of integration of alumni into the labor market: where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment.

We conducted online surveys among Israeli and IMPH alumni on their integration into the labor market. Questionnaires were sent to School alumni who studied for their Master's degree since 2000 and for whom contact information was available.

Among the 86 Israeli respondents, 82 (95%) are currently employed. Reported positions and employers include: 1) clinicians and managerial positions in health services (e.g. physicians, nurses, veterinarians, dieticians, social workers, economists, hospital directors); 2) research and academia; and 3) government (e.g., Ministry of Health and Central Bureau of Statistics) and local authorities. Fifty seven (66%) alumni indicated that immediately after graduation they resumed the position they

held prior to or during their studies, and 12 (14%) began a new job immediately after graduating. Only six alumni (7%) were unable to find immediate employment and searched for 3 months to 2 years before finding a job. These results attest to the employability of our graduates; as such we have not felt the need to initiate a job fair for our graduating class.

Among 119 IMPH alumni respondents, 110 (92%) reported they were currently employed. Current positions and employers include: 1) research and academia; 2) NGOs; 3) clinical departments; 4) government 5) international agencies (e.g., WHO). Thirty (25%) resumed their pre-IMPH position immediately after graduation and 56 (47%) moved to a new position after graduation. The 19 (16%) alumni who indicated that they sought employment after graduation all found a job within a year.

C. How many students continue their studies to advanced degrees or other areas (specify area of study and degree level). Relevant surveys would be appreciated.

Using the aforementioned surveys, we also obtained information regarding continuation to advanced or other degrees after graduation. Among the Israeli alumni respondents, 16 (19%) continued studying after graduating. Of those, the majority (11 alumni) continued to a PhD in Public Health or related topics and the others to a Master's degree or diploma/certificate studies.

Of the IMPH respondents, 56 (47%) alumni continued their studies after graduation - nearly half pursued a PhD in Public Health or related topics, 30% went to medical school or continued to another public health-related Master’s -level degree (e.g. global health, statistics, nutrition, public policy). The others continued to certificate studies in related topics such as health promotion or nutrition.

A. What are the strengths and weakness of the issues specified above?

Strengths:

• The wide variety of student backgrounds and experiences enriches class discussions and contributes to the learning experience
• Formalized roles of the Academic Coordinator and secretaries in charge of Student Affairs facilitate their accessibility and availability to all students
• Bodies within the School are responsive to students' concerns and complaints
• Formal HUJI admissions policy and official body “vetting” foreign degrees
• Formal HUJI policies, roles and structures dealing with student support, counseling and finance are in place
• Responsiveness to students with special needs
• Choice of programs and streams, and thesis or non-thesis tracks enables each student to select the most suitable course of studies
• Comprehensive scholarship program for IMPH students from low income countries
• Strong IMPH alumni network
• High success in using Public Health skills in the workforce, and integration in the job market
• Improved structure and monitoring mechanism for PhD students.

• Finally, the Israel Association of Public Health Physicians has recently placed on the agenda the need for high quality personnel to fill important roles in the field. The School is eager and well-placed to provide high quality training for the new generation of Public Health Physicians and other

professionals.

Weaknesses

These are related to both resource issues as well as program weaknesses.
• No formal job fair or placement program (although probably unnecessary due to success in finding work using existing informal mechanisms)
• Inability to complete the degree within two years for some Israeli thesis-track students (in part due to lack of BA or previous public health training which delays the ability to start working on a thesis, as well as to concurrent employment)
• Lack of formal monitoring and follow up process for Israeli thesis-track students
• Limited scholarship opportunities, especially for working students
• Limited statistical support for students doing theses
• Lack of objective methods to evaluate academic performance of IMPH candidates prior to admission.
• Competition for enrollment from new MPH programs, and widespread MHA programs. A wave of high enrollment followed the initiation of the one-day-per-week schedule, but this has not been sustained. The campus infrastructure (size of available teaching rooms) also limits enrollment.

Chapter 4 - Human Resources

Faculty of Medicine - School of Public Health (Academic Staff) - Senior Faculty Employed (the following ranks: Lecturer, Senior Lecturer, Associate Professor, Full Professor)

Name of Staff Member			Employment Rank (Full/associate Prof; Senior Lecture; Lecture).	Part of Position in the Institution[1]		Part of Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Grad Students supervised[2]	
								Name of Employer	Part of Position			Name of Course	Yearly Teaching Hours			Master students	Ph.D students
First	Family	Academic Degree		Weekly Hours	Per Cent	Weekly Hours	Per Cent		Weekly Hours	Per Cent			Weekly Hours	Total for Staff Member			
Ronit	**Calderon-Margalit**	**MD, MPH**	**Associate Professor**	Full time Hadassah Employee	100	Full time	100				Public health, Epidemiology Mother and Child Health	98430: Epidemiology and Research methods-1	1	4	Head: Education Comittee Member: Admission Committee Member: The Faculty Graduate Studies Committee Member: Hadassah Helsinki Subcommittee	**7**	**4**
												98431: Epidemiology and Research methods-2	1				
												98437: Research Forum For Discussion of Dissertation	1				
												98415: Mother and Child Health Care (MCH)	1				
Shai	**Carmi**	**PhD**	**Secior Lecturer**	Full time	100						Population genetics, genetic epidemiology	Exempt from Teaching - 1st year (occasional lectures)		Not teaching first year	Member: Faculty research Committee Member: PhD Committee School representative for the BioJerusalem initiative of Digital Health	**1**	
David	**Chinitz**	**PhD**	**Associate Professor**	Full time	100	Full time	100				Health Policy and Management	98478: Qualitative Methods In Health And Public Health	1	6.2	Member: Multicultural Committee	**5**	**7**
												98454: Reforms In Health Care Systems	1				
												95025: Organization Of Medical Care	1				
												98406: Public Health Services: Planning And Organization	1				
												98804: Planning and Evaluation of Health Services	1				
												93128: Health System Management in a Changing World (clinical nursing)	1				
												96805: Epidemiology and Public Health - Fifth Year (Med-students)	(4 hours)				
Yechiel	**Friedlander**	**PhD**	**Full Professor**	Full time	100	Full time	100				Genetic, Cardiovascular and Developmental Epidemiology	98430: Epidemiology and Research methods-1	1	4.2	Member: Phd Committee Member: Executive Committee	**3**	**2**
												98431: Epidemiology and Research methods-2	1				
												98435: Statistical Methods for Analysis of Rates	1				
												98460: Survival Analysis - Statistical Methods of Rates	1				
												98481: Clinical Trials	(4 hours)				
Hagit	**Hochner**	**PhD**	**Lecturer**	Full time	100	Full time	100				Genetic, Cardiovascular and Developmental Epidemiology	98437: Research Forum for Discussion of Dissert	1	4	Member: Master of Public Health Admission Committee Member: Medical School Admission Committee, Hebrew University-Hadassah Coordinator: Weekly Public Health Seminar Program Member: IMPH Admission Committee	**7**	**2**
												98450: Genetic Epidemiology	1				
												95236: Survey Methods for Public Health	1.5				
												95258: Research Forum for M.P.H. Thesis	1				
												95251: Public Health Seminar 1 hour weekly no credits					
Avi	**Israeli**	**MD**	**Full Professor**	Full time Hadassah Employee	100	20	40	MoH Chief Scientist			Health Policy, Health Management, Health Economics	98804: Planning and Evaluation of Health Services	2	2.2	Chair: International Committee Member: Executive Committee		**4**
												96805: Epidemiology and Pubic Health for Medical Students (Fifth Year)	(4 hours)				
Sasha	**Kiderman**	**MD**	**Senior Clinical Lecturer**	5	8.5	5	8.5	Clalit Health Services	52	120	Family Medicine	Uncertainty in 6th year medical students	1	5	Member: International Committee	**3**	
												96851 : Family Medicine - Six Year Supervision of undergraduate physicians	4				

Amnon	Lahad	MD, MPH	Associate Professor	15	25	7.5	12.5	Clalit Health Services	40	75	Primary care, Family Medicine, Back Pain, Hereditary Breast Cancer	96851: Family Medicine - Six Year	1	6.2	Chair: 2015-16 MPH Admission Committee Head of Family Medicine Department Member: Executive Committee Member: Faculty Medicine Teaching Committee		2
												96882: Elective family medicine 6 year	1				
												98479: Workshop in Clinical Epidemiology	(6 hours)				
												94131: Epidemiology	0.7				
												94146: Critical Reading in Primary Care	1				
												94143: Research In Family Medicine	2.2				
Hagai	Levine	MD, MPH	Senior Lecturer	Full time Hadassah Employee	100	Full time	100	None			Public Health, Epidemiology, Environmental Health	96805: Epidemiology and Public Health -Fifth year (Med-Students)	0.5	3.5	Head: Environmental Health specialization MPH Chair: Communication Committee Tutor, MD-MPH	10	1
												95139: Control of Communicable Diseases	1				
												95146: Environmental and Occupational Health	1				
												98409: Environmental Health Co teaching with Dr. Ranan Raz	1				
Orly	Manor	PhD	Full Professor	Full time	100	Full time	100				Bio-Statistics	75103: Statistics - (med-students)	3	5.4	Chair: Prize Committee Member: Phd Committee Member: Executive Committee Member: Communication Committee	2	3
												98424: Statistical Methods for Public Health	2				
												98481: Clinical Trials	(8 hours)				
Yehuda	Neumark	MPH, PhD	Associate Professor	Full time	100	Full time	100				Epidemiology	95239: Principles and Uses of Epidemiology	1.5	7.7	Director, International MPH Program Chair: International MPH Admissions Committee Member: Executive Committee Member: International committee Member: Education Committee Member: PhD Committee 2013-16 School Director	2	2
												95238: Interpretation of Epidemiological Data	2				
												95250: Community Oriented Primary Care	2.2				
												98413: Integrative Workshop in Public Health	1				
												75208: Research Methods (Med-students)	1				
Ora	Paltiel	MD, MSc.	Full Professor	Full time Hadassah Employee	100	40	80	Hebrew University		15%	Epidemiology, Cancer Epidemiology, Hematology	98443: Epidemiology of Cancer	1	5.3	Senior Physician, Hematology Dept Hadassah Chair: Faculty of Medicine Prize Committee Member: Hadassah Research Committee Chair: Faculty Students Committee Chair: Executive Committee Member: IMPH Admissions Committee Member: Education Committee	6	4
												96805: Epidemiology and Public Health for Medical Students (Fifth Year) (Med-Students)	0.5				
												96894: Hematology (clinical) (Med-Students)	0.5				
												75208: Research Methods Second Yr. (Med-Students)	0.3				
												95258: Research Forum for M.P.H. Thesis	1				
												98481: Clinical Trials	1				
												98479: Workshop in Clinical Epidemiology	1				
Raanan	Raz	PhD	Senior Lecturer	Full time	100	Identical	100	None			Environmental epidemiology	98409: Environmental health	1	2 (first year)	Member: Education Committee Member: MPH Admissions Committee	2	
												95146: Environmental & Occupational health Co teaching with Dr. Hagai Levin	1				
Amir	Shmueli	PhD	Full Professor	Full time	100		100	None			Health Economics and Policy	98806: Health Economics	1	5.2	Member -Prizes Committee	3	2
												95248: Health Economics	1				
												98440: Economic Evaluations In Medicine	1				
												95147: Economic Evaluations of Ph & Med Interventions	1				
												98457: Introduction To Economy	1				
												96805: Epidemiology and Public Health - Fifth Year (Med-Students)	(5 hours)				
Ram	Weiss	MD PHD	Associate Professor	Full time	100		100	None			Pediatric Endocrinology	95210: Introduction To Public Health Nutrition (Med-Students)	1	7	Chair: PhD Committee	3	4
												75216: Physiologic and pathologic biochemistry (Med- Students)	2				
												75215: PBL (Med-Students)	0.5				
												98413: Integrative Workshop in Public Health	1				
												94858: Metabolic Syndrome (Med-Students)	2.5				
Meir	Brazis	MD MPH	Full Professor	Sabbatical 2014-2016								96128: Evidenced Based Medicine (Med-Students)		3	Sabbatical		
												96651: Introduction to Public Health (Med-Students)					

[1] In case the employment status in the instituion and in the program are identical, this data can appear only once (please specify that this data is identical).

[2] These columns are relevant only if the program has a masters and doctoral degrees.

Table 6 - Braun School (Academic Staff) - Junior Faculty Employed (such as: Tas, Ras)

Name of staff member			Employment Rank	Part of Position in the Institution[1]		Part of Position **in** the **Program**		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution
								Name of Employer	Part of Position			Name of Course	**Yearly** Weekly Hours	Total Yearly Weekly Staff member	
First	Family	Academic Degree		Weekly Hours	Per Cent	Weekly Hours	Per Cent		Weekly Hours	Per Cent					
Nura	**Abdel Rahman**	MPH, PhD candidate	Teaching Assistant			5.5	13%				Statistics, Quality of Care	98424: Statistical Methods for Public Health	0.5	0.5	
Wiessam	**Abu Ahmad**	M.A PhD candidate	Statistics Teacher	Hadassah 20	50%	40	100%	Open University	9		Statistics, Economics	98424: Statistical Methods for Public Health 98448: Logistic Regression 98457: Introduction to Economics	0.5 1 1.5	3	
Eliana	**Ein Mor**	MSc, PhD candidate	Teaching Assistant			3.25	15%	Hadassah	20	50%	Statistics, Epidemiology	98427: Use of S.P.S.S. 98430: Epidemiology 1 98431: Epidemiology 2 Introduction to public health (the statistical part of the course)	0.5 0.25 0.25 0.4	1.4	
Maayan	**Furth**	BSc	Teaching Assistant			2.75	18%	Intelligo Group	8 - 10		Medicine	94607: Statistics 75103: Statistics (Med-students)	1	1	
Einat	**Granot-Hershkovitz**	MSc	Teaching Assistant			5.5	25%	-	-	-	Epidemiology	98405: Interpretation Of Epidem. And Stat. Data 98435: Statistical Methods for Analysis of Rates	1.5 1	2.5	Member: curriculum committee
Reut	**Hadash**	Medical Student	Teaching Assistant			8.25	37.5%				Medicine	94607: Statistics 75103: Statistics (Med-students)	1.5	1.5	none
Michal	**Krieger**	MD	Associate Researcher			12	30%				Quality of Care				Tutor of Med students Researcher: The National Quality Indicators program
Gabriella	**Lawrence**	MPH, PhD candidate	Teaching Assistant			8.25	35%				Epidemiology	95236: Survey and Research Methods in Public Health 95238: Interpretation of Epidemiological Data	1 2	3	
Nadav	**Mozes**	BSc	Teaching Assistant			2.75	12.5%				N/R	96651: Introduction to Public Health 96128: Evidenced Based Medicine (Med-students)	1.5	1.5	
Chen	**Remer**	BA	Teaching Assistant			5.5	25%				N/R	94607: Statistics 75103: Statistics (Med students)	1	1	
Annie	**Reiss**	BSc	Teaching Assistant			2.75	12.5%				N/R	96128: Evidenced Based Medicine 96651: Introduction to Public Health (Med students)	1.5	1.5	
Michael	**Sukerman**	BSc	Teaching Assistant			4.12	42%				N/R	75103: Statistics (Med-students)			

*N/R - Not relevant

Table 7 - Braun School Adjunct and Other Faculty

Name of Lecturer			Employment Rank	**Yearly** weekly Lecturing Hours	Area of Specialization	Courses taught by the Lecturer	Additional Tasks in Institution
First	Family	Academic degree					
Sarit	**Agami**	MSc PhD candidate	External Teacher	2	Statistics	94607: Statistics for Medical Students	
Moty	**Amar**	PhD	External Teacher	1	Marketing and Decision making	98475: Basics of Marketing for the Medical Profession	
Emilia	**Anise**	MD, MPH	Adjunct Senior Lecturer	1	Public Health, Epidemiology, Medical Administration	98486: Infectious Diseases Epidemiology	Supervise and review Master's theses Tutor Master's Papers IMPH
Tom	**Axelrod**	MD MPH	Tutor	3	Family Medicine, Epidemiology, Public Health, Statistics	96651: Introduction to Public Health (Med-Students) 96128: Evidenced Based Medicine (Med-Students)	
Emma	**Averbuch**	PhD	External Teacher	1	Medical Sociology	98408: Social aspects of health and disease	
Yosefa	**Avraham**	PhD	Equivalent to Associate Professor	2.5	Nutrition & Metabolism	91115: Nutrition (Nursing school) 64602: Human Nutrition in Health & Disease (The School Of Pharmacy)	
Mario	**Baras**	PhD	External Teacher	3	Biostatistics	95260: Basic Statistical Methods For Public Health 95156: Statistical Methods for Analysis of Rates	Help to students in their theses Help to IMPH and Doctoral students in their theses
Tali	**Bdolach-Avraham**	MSc.	External Teacher	1	Biostatistics	95260: Basic Statistical Methods For Public Health	Teaching in Faculty of Vet. Medicine Statistics for MD Theses
Adi	**Ben- Nun**	Bsc	External Teacher	1	GIS	95157: GIS and Public Health	
Daniel	**Chemtob**	MD, MPH, DEA	External Teacher	2	Public Health Physician - Tuberculosis, AIDS, Infectious Diseases	95139: Control of Communicable Diseases 95243: Multidisciplinary aspects of HIV/AIDS	
Joel Matan	**Cohen**	MD PhD	External Teacher	3	Medicine / Epidemiology/Public Health	96651:Introduction to Public health (Med-Students) 96128: Evidenced Based Medicine (Med-Students)	
Milka	**Donchin**	MD, MPH	External Teacher	2	Public Health	98482: Health promotion 98483: Community development for health promotion	Mentor Master Theses
Otniel	**Dror**	MD. PhD	External Teacher	1.5	Ethics	98807: Public Health Ethics (1) פעם בשנתיים 95149: Public Health Ethics (0.5)	

Rebecca	Goldsmith	MPH	External Teacher	1	Nutrition	95210: Introduction to Public Health Nutrition	
Meira	**Hanson**	Mphil	External Teacher	1	Environment and sustainability	98487: P.H. In View of the Changing Global Environment	
Michael	**Hartal**	MD, MPH	External Teacher	3	Public Health, Military Medicine	98465 : Disaster and Crisis Medicine	Curriculum Committee, Student Exchange Committee, Admissions Committee (military track), Commandant of Military Track for Medicine, Oversight Committee - Institute for Research in Military Medicine
Raymond	**Jacobson**	PhD	Emeritus	1.5	Microbiology	95139: Control of communicable diseases Co teaching with Daniel Chemtob	Tutoring IMPH students
Ehud	**Kaliner**	MD, MPH	External Teacher	0.1		96128: Evidenced Based Medicine (Med- Students) 96651:Introduction to Public health (Med- Students)	
Vered	**Kaufman-Shriqui**	PhD	Researcher		Social Epidemiology		Tutor of Med students Asst. Director of the National Quality Indicators program Funded by the program
Osnat	**Keidar**	PhD, MPH	External Teacher	4.2	Health Promotion	98482: Health Promotion- MPH+IMPH 95250: COPC, Community Oriented Primary Health Care Co teaching with Yehuda Newmark 95141: Health Behavior 95144: Introduction to Health Promotion and Health Behaviour Co teaching with Gina Leib	
Diane	**Levin-Zamir**	PhD, MPH	External lecturer	0.5	Health Promotion	95141: Health promoting behavior	
Gina	**Leib**	MSc	External Teacher	1	Health Behaviour	95144: Introduction to Health Promotion and Health Behaviour Co teaching with Osnat Keidar	
Ido	**Lurie**	MD, MPH	External Teacher	1	Psychiatry	98422: Community Mental Health	
Maureen	**Malowany**	PhD	Research Associate	2	Global Public Health; History of Medicine	96651: Introduction To Public Health 95139: Control of Communicable Diseases 95259: History of Public Health Epidemiology	IMPH Alumni Academic Coordinator Member: International Committee Member: IMPH Admissions Committee 59527: Development & Global Health: A Critical Approach to Theory, Policy and Practice At the Glocal Program, HUJI
Ari	**Paltiel**	MA PhD candidate	External Teacher	1	Demography	95153: Introduction to Public health Demography	

Ins	Rasooly	MD MPH	External Teacher	1	Public Health Ageing	98805: Aging: Epidemiology and Services	
Talya	**Rechavi**	PhD	External Teacher	1	Qualitative Research	95148: Qualitative Methods in Health and Public Health	
David	**Rier**	PhD	External Teacher	1	Medical Sociology	95140: Sociological Aspects of Health and Disease	
Jacob	**Schreibman**	MPA	External Teacher	1	Health Management	98445:Quantiative methods in organizing planning and control of health services	
Sigal	**Shafran-Tikva**	RN, PhD Post.Doc	External Teacher	1	Research Methods	98478: Qualitative research in public health Co Teaching with David Chinitz	Member of Nursing Administration Hadassah
Dan	**Shefi**	LLB	External Teacher	1	Medico-Legal Issues	98529: Legal Aspects of Public Health	
Roee	**Singer**	MD, MPH	External Teacher	2	Epidemiology	98486: Infectious Diseases Epidemiology 98143: Integrative Workshop in Public Health	Master's thesis advisor
Ronit	**Sinnreich**	PhD, MPH	Teacher, Academic coordinator	1.5	Epidemiology	98405: Interpretation of Epidem. And Stat. Data	Academic Coordinator Member: Faculty students Committee Member: Curriculum Committee Member: Prizes Committee Member: Admissions Committee
Chen	**Stein-Zamir**	MD, MPH PhD candidate	Adjunct Senior Lecturer	1.4	Public Health Maternal & Child health	98471: Introduction To Public Health 98415: Mother and Child Health Care (MCH) Co Teaching with Ronit Calderon	Head of Jerusalem District Health Office
Orly	**Toren**	PhD	External Teacher	1	Policy, Management, Health Care Manpower	98406: Public Health Services: Planning And Organization	Full time employee at the Hadassah Medical Center, Risk management
Ted	**Tulchinsky**	MD, MPH	External Teacher Emeritus	1	Public Health	95249: Public Health Practice Organization & Evaluation	
Ekaterina	**Yazhemsky**	PhD	External Teacher	1	Finance, Operational Research	98476: Introduction to Financing	Dean's Fellow and part-time teacher, School of Business Administration, Hebrew University

B. Specify the rules, criteria and procedures for appointing, renewing appointments and dismissals of academic staff, including rules regarding tenure and promotion; what is the standard duration of service at each position?

Academic appointments, promotions and dismissals are strictly regulated by HUJI policies and procedures [http://academic-secretary.huji.ac.il/?cmd=english.478]. The Rector and President allocate a certain number of new academic positions annually to each faculty. Their distribution within faculties is at the discretion of the Dean. The recruitment process begins with a request by the School Director to the Dean according to the School's mission and needs. Upon the Dean's approval, a public call for candidates is announced. Potential candidates submit applications for review by the Faculty's "Screening Committee". Approved candidates are invited to present a seminar/lecture, and their files are reviewed by the Faculty's "Appointment Committee". Applications receiving favorable reviews are forwarded by the Dean to the Rector and the President for final approval by the University's Appointment Committee.

Adjunct teachers (e.g., Ministry of Health employees) must have the requisite academic and teaching experience and qualifications to receive a University appointment. Adjunct teachers do not receive a University salary.

External teachers are recruited by the Program Directors and Education Committee according to their qualifications and suitability for teaching specific courses (usually electives), and are paid on a per-credit basis as set by HUJI policies.

An academic employee of HUJI is defined as:
1) A person who has either a full or part time position in the University, in one of the following academic tracks, at any level, including persons who have retired and continue to work at the University.
(a) The regular academic track
(b) Teaching and research staff
(c) Clinical track
(d) Parallel track
(e) Teaching Aids, Assistants and Research Assistants
(f) Research-teachers track
(g) External teachers
(h) Visiting teachers and scientists
(i) Teaching associates track
(j) Teaching employees track
(k) Any other tracks as determined by the University from time to time.

Promotions:
The processes of appointment, tenure and promotions are detailed in the Appointments and Promotions Bylaws of HUJI (found in Hebrew at http://academic-secretary.huji.ac.il/?cmd=mini.317%20). The Dean of the Faculty of Medicine appoints the Promotions Committees.

New recruits to HUJI are generally appointed to non-tenured positions at the level of Lecturer or Senior Lecturer, for a "probationary" period. Toward the end of this period, an internal 'Professional Committee' is formed to ascertain whether the candidate has earned tenure and is worthy of promotion based on research productivity and quality, international stature, scope and quality of

teaching, and contribution to public activities (membership on committees, etc.). If the decision is positive, an external review by 5-8 Israeli and international experts is solicited. Upon receipt of their evaluations, the candidate's file is forwarded to the Appointment Committee. If the Appointment Committee renders a positive decision, the candidacy is submitted for approval by HUJI's Rector and President and Supreme Appointment Committee. If any of the Committees (or the Rector and President) renders a negative decision, tenure is denied and the candidate's employment at HUJI is terminated. The candidate has the right to appeal. Promotion to Associate Professor follows similar procedures, although without an external survey and involvement of the superior Committee. Procedures for promotion to Full Professor rank are similar to those for the granting of tenure. The University gives considerable weight to the scope and quality of teaching in the evaluation procedure.

Academic faculty are employed until the age of 68 (University) or 67 (Hadassah) according to collective agreements. The probationary period for first appointments at lecturer, senior lecturer or clinical senior lecturer rank generally lasts at least four and not more than six years. First appointments at Associate and Clinical Associate Professor rank are for a three-year period and can be extended for an additional two years. Tenure terminates the "probationary" period. Permanent appointments have more flexibility as to their duration. Leave without pay is generally not counted in the appointment periods. At the Rector's discretion, appointments may be fast-tracked and durations varied based on special circumstances. Granting of tenure at Hadassah, determined by a separate committee, is independent of University regulations.

C. What steps are taken to ensure that faculty members are informed of these policies and procedures?

New academic recruits meet with representatives of HUJI's Office of the Academic Secretary to be formally informed of rights and responsibilities with regard to their appointment. Changes or updates in policies are distributed via email to all faculty members. There is formal mentorship of newly recruited faculty by veteran teachers.

All relevant information on policies and procedures appears on the HUJI website and is disseminated by email to all faculty members as required. Within the School, the School Director is responsible for both the Governing Committee and the Academic Council. Meetings of these committees provide appropriate fora for dissemination of HUJI policies and procedures. Protocols (minutes) of these meetings are disseminated to the respective members of these committees/councils.

D. How is the faculty members divided into areas of specialty in the discipline?

Full Professors
Meir Brezis - Quality and safety in healthcare; End of life; Transition of Care
Yechiel Friedlander - Genetic and cardiovascular epidemiology; Nutrition, metabolism & obesity
Avi Israeli - Health policy, and management; Organization and quality of health services/systems
Orly Manor - Biostatistics; Social inequalities; Quality indicators; Methodology of Longitudinal studies
Ora Paltiel - Clinical epidemiology; Cancer epidemiology
Amir Shmueli -Health economics; Health inequality; Economic evaluations; Incentives in health markets

Associate Professors
Ronit Calderon - Maternal-child health; Cancer and cardiovascular epidemiology; Environmental health
David Chinitz - Health policy and management; Qualitative research; Comparative health systems; Health reform
Amnon Lahad - Family Medicine; Primary care; Physicians' behavior; Genetics of breast and ovarian cancer
Yehuda Neumark - Epidemiology of alcohol/drug use; ICT and health promotion among young adults
Ram Weiss - Obesity and insulin secretion; Insulin resistance; Gut hormones and their effect on metabolism

Senior Lecturers
Shai Carmi - Computational genetics, population genetics
Sasha Kiderman (Clinical) - Family Medicine
Hagai Levine - Environmental health; Life course epidemiology; Health promotion
Raanan Raz - Environmental epidemiology

Lecturers
Hagit Hochner - Genetic and cardiovascular epidemiology

Adjunct Appointments
Prof. Alex Leventhal - Public health administration, policy and implementation
Dr. Emilia Anis - Prevention/control of communicable diseases; Vaccination; Outbreak control
Dr. Chen Stein Zamir - Vaccination; Perinatal and neonatal morbidity/mortality; Outbreak control

Active Emeriti
Prof. Jacob Bar-Tana - Nutrition
Prof. Elliot Berry - Nutrition; Weight regulation disorders
Dr. Milka Dunchin - Occupational health; Health promotion; Healthy Cities research
Prof. Jeremy Kark - Cardiovascular, diabetes and cancer epidemiology
Prof. Elihu Richter - Environmental and occupational health; Injury prevention; Genocide
Prof. Ted Tulchinsky - Health systems organization

Specialty of areas for faculty members

Rank	**Areas of Expertise**
Full Professors	
Meir Brezis	Quality and safety in healthcare; End of life; Transition of Care
Yechiel Friedlander	Genetic and cardiovascular epidemiology; Nutrition, metabolism & obesity
Avi Israeli	Health policy, and management; Organization and quality of health services/systems
Orly Manor	Biostatistics; Social inequalities; Quality indicators; Methodology of Longitudinal studies
Ora Paltiel	Clinical epidemiology; Cancer epidemiology
Amir Shmueli	Health economics; Health inequality; Economic evaluations; Incentives in health markets
Associate Professors	
Ronit Calderon	Maternal-child health; Cancer and cardiovascular epidemiology; Environmental health
David Chinitz	Health policy and management; Qualitative research; Comparative health systems; Health reform
Amnon Lahad	Family Medicine; Primary care; Physicians' behavior; Genetics of breast and ovarian cancer
Yehuda Neumark	Epidemiology of alcohol/drug use; ICT and health promotion among young adults
Ram Weiss	Obesity and insulin secretion; Insulin resistance; Gut hormones and their effect on metabolism
Senior Lecturers	
Shai Carmi	Computational genetics, population genetics
Sasha Kiderman (Clinical)	Family Medicine
Hagai Levine	Environmental health; Life course epidemiology; Health promotion;
Raanan Raz	Environmental epidemiology
Lecturers	
Hagit Hochner	Genetic and cardiovascular epidemiology
Adjunct Appointments	
Prof. Alex Leventhal	Public health administration, policy and implementation
Dr. Emilia Anis	Prevention and control of communicable diseases; Vaccination; Outbreak control
Dr. Chen Zamir	Vaccination; Perinatal and neonatal morbidity/mortality; Outbreak control
Active Emeriti	
Prof. Jacob Bar-Tana	Nutrition
Prof. Elliot Berry	Nutrition; Weight regulation disorders
Dr. Milka Dunchin	Occupational health; Health promotion; Healthy Cities research
Prof. Jeremy Kark	Cardiovascular, diabetes and cancer epidemiology
Prof. Elihu Richter	Environmental and occupational health; Injury prevention; Genocide
Prof. Ted Tulchinsky	Health systems organization

• How many faculty members are women and what is their percentage in each rank?

There are four full-time female faculty members in the School. This represents one quarter of the academic faculty. By rank, two (50%) are Full Professors, one (25%) is an Associate Professor, and one (25%) is a Lecturer. Among Adjunct Faculty appointments, women represent two out of three (66%). Among Active Emeriti, one is a woman (16.6%).

• Are there any policies supporting recruitment and promotion of women, in the department or at the institutional level? (e.g. proactive recruitment of woman; affirmative actions; adjusted promotion rules in light of maternity leave etc.) Are there any other activities in that regard?

The School is subject to HUJI policies regarding the proactive recruitment of women. These policies are currently under revision and development under the responsibility of a dedicated Advisor to the President on Women's Affairs (a post in place since 2000) together with her committee and sub-committees, reporting to the President directly. The draft document is to be presented to the University for approval as policy before the end of 2016. Implementation of these policies will be the responsibility of each Faculty.

The President’s Advisor on Women’s Affairs, Dr. Batsheva Kerem, has created affirmative action opportunities through the active search for funding to establish post-doctoral fellowships open to women only across faculties within the University. Prof. Kerem conducts seminars and workshops throughout the academic year for female post-doctoral fellows and faculty members for consultation and dissemination of information on special projects, grants, awards available to women in the University. Relevant information is also posted on the HUJI website.
As noted, extensions of the “probationary”, pre-tenure appointments are made for pregnancy and childbirth.

• How does the department ensure the dissemination of these regulations and of other activities offered to enhance gender equality (e.g. seminars, special grants and programs, legal rights etc.)

The School ensures the dissemination of gender equality policies and activities through posters and written announcements, direct conversations and emails, and meetings of the Governing Committee and the Academic Council. The small size of the School and staff permits regular informal interchange. All workers are informed of opportunities regarding maternity leave, etc. via the human resources departments of HUJI and Hadassah. Candidates for tenure can be granted extensions in the process of academic promotion due to severe illness, pregnancy and childbirth, and are informed on these issues via the HUJI website or queries to the Academic Secretary of the University. University-wide seminars and information sessions are occasionally held. The University has appointed a faculty member to handle all cases of alleged sexual harassment and publishes guidelines in regard to its prevention (http://hatrada.huji.ac.il/sites/default/files/hatrada/files/takanon_sexual_harassment_1-2016.pdf).

• What are the department's goals in regard to gender equality in recruitment and promotion in the faculty?

The School operates in a gender-egalitarian atmosphere. The current Director is a woman. Over the School's history, four School directors have been women, and women have been promoted to all academic ranks.

Examining the gender representation across the university from the year 2014, we note that 26% of all academic faculty members are women. In the humanities, one-third (34%) of the academic faculty in the pre-tenure/tenure tracks are women - 21% of Full Professors, 31% of Associate Professors, 41% of Senior Lecturers and 51% of Lecturers. In the experimental sciences, about 18% of academic faculty members are women of whom 9% of Full Professors, 22% of Associate Professors, 20% of Senior Lecturers and 70% of Lecturers are women.

This demonstrates that the School is in the vanguard of gender equality, at least within HUJI. As noted, one of the School's goals is to expand its critical mass in several substantive areas. Gender will be neither a criterion nor a barrier in recruitment.

• Is there a person in charge of women affaires in the institution and/or department? If yes, what are his/her responsibilities?

As stated above, Prof. Batsheva Kerem is appointed by the University as the Advisor to the President on Women's Affairs. Her mandate is to develop a coherent, strategic policy on gender equality for the University and to oversee its implementation and growth through programs, seminars and workshops.

Minority Faculty Members

Name	Position in School	Minority represented
Dr. Maureen Malowany	IMPH Alumni Program Academic Coordinator, teacher	New immigrant woman
Wiessam Abu Ahmed	Statistician, teacher, TA	Arab Muslim male
Nura Abdel Rahman	TA, PhD Candidate	Arab Muslim woman

• Are there any policies supporting recruitment and promotion of minorities, in the department or at the institutional level? (e.g. proactive recruitment of Arab; affirmative actions; adjusted promotion etc.) Are there any other activities in that regard?

The institution supports the promotion of minorities, mostly through special fellowships for doctoral and post-doctoral studies. It does not employ an explicit affirmative action program in recruitment.

• How does the department ensure the dissemination of these regulations and of other activities offered to enhance Minority equality (e.g. seminars, special grants and programs, legal rights etc.)

The School announces and ensures dissemination of special grants and programs through flyers, and emails and, of course, provides access to the HUJI website.

• What are the department's goals regarding equality in recruitment and promotion of the faculty?

The School would look favorably upon any individual belonging to a minority who applies for an administrative or academic position in the School. This is not a stated goal but a clear policy of equality of opportunity for all individuals presenting the appropriate qualifications.

• Is there a person in charge of Arab affaires in the department? If yes, what are his responsibilities? And how does he collaborate with the person in charge in the institution on expanding access for the Arab socity.

Given the small size of our School, there is no need for a dedicated person/position in charge of Arab affairs.

• Are there any Measures taken by the department to Enlarge the representation of the Arab society in the Bachelor & Master degree.

Many of our Master’s degree students come from the Arab Israeli minority community. The University and the School at various junctures have provided specific scholarship opportunities for Palestinians as well as members of Israel’s Arab minorities. These include scholarships sponsored by the American and British Friends of Hebrew University that were earmarked for Palestinian participants in the IMPH program, the Berman scholarships for Israeli Arabs in the MPH program, and scholarships for Palestinian participants in the IMPH program donated by the Peres Center for Peace, as well as by private donors.

G. What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program? Are there professional development plans? Please specify.

The School strongly supports professional development but has a limited budget to finance its own activities and programs. HUJI and the Faculty of Medicine offer workshops on a range of pedagogic topics (e.g., teaching large groups, clinical teaching, exam preparation, lecture materials preparation and delivery). Our teachers are apprised of these workshops and encouraged to participate (particularly candidates for tenure). Similarly, administrative staff members are offered professional development courses such as office management, Excel, etc. A small core of teachers is receiving University guidance on e-learning.

The small size of the School permits regular informal interchange of information. The School ensures the dissemination of policies and activities through posted announcements, direct conversations, emails, and via the Academic Council. The latter is responsible for approving overall School activities (e.g., establishing new educational programs or departments), and ratifying decisions of the Governing and Education Committees. The Council comprises all faculty members, adjuncts and external teachers, administrators and student representatives, and meets 2-3 times per year. During Council meetings staff receive updates on policies, study programs, admissions and activities of the various School committees. These meetings have been recently been utilized as a forum for faculty development, including dedicated pedagogy sessions with invited experts on the 'Flipped classroom", competency-based learning outcomes, evaluation of written assignments, and improving students' writing skills.
Within the context of the 2015 accreditation process (for the Agency for Public Health Education Accreditation (APHEA)), sessions were held with the School's academic staff on curriculum development, learning outcomes and preparing syllabi.

H. What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position? How the head of the study program appointed and what is the duration of the position?

The School Director chairs the Governing Committee and is responsible for planning and implementing academic and administrative policies and the day-to-day running of the School. The Dean of the Faculty of Medicine appoints a search committee for candidates for School Director for a three-year term. Upon the recommendation of the School's Academic Council, final candidates are approved by the Dean and Hadassah's Director-General. Academic faculty members vote to choose between contenders or ratify a single candidate.
School Directors have been both Hadassah and HUJI employees and hailed from a variety of Public Health-related disciplines, including Epidemiology, Biostatistics, Health Administration, Nutrition and Maternal and Child Health. All non-MD directors have held a PhD degree in Epidemiology or Biostatistics; MD directors have held an MPH or related degree. All School Directors attained at least Associate Professor-rank prior to their appointment.
The current School Director, an MD with a Masters in Epidemiology and Biostatistics. is a full Professor of Epidemiology. She previously directed the IMPH, the Masters in Clinical Epidemiology program, as well as the Hadassah Center for Research in Clinical Epidemiology.
The current IMPH Director, an Associate Professor of Epidemiology, is a former School Director, having spent most of his career as a venerated teacher in the IMPH program. The Director of the MHA is a physician-expert in Medical Administration, and former Director General of Hadassah and the Health Ministry. The head of our Education Committee and MPH-director, an Associate

Professor, represents the School on the Faculty's Higher Education Committee.

I. What is the policy regarding recruiting and absorbing teaching staff (senior / junior/adjuncts) and what are the plans for the future recruitment to the study program? How are these plans made and by whom?

Recruitment policies, procedures and standards at HUJI were outlined above in section B. The School is highly interested in recruiting teaching staff in the fields of Health Economics, Health Promotion, Statistics, Health Care Quality and others. Hiring of new faculty members is not under the aegis of the School's Director or Governing Committee. As noted, hiring can only take place through the University after a call for new faculty members has been announced by the Rector. Competition for new hires generally includes the entire Faculty of Medicine. Thus the School competes with other (basic science) departments for new appointees. An exception is the program geared for Schools of Public Health offered by the Environmental Health Fund, which funds (with HUJI partial-matching) scholars returning from post-docs abroad. The School successfully recruited and absorbed an environmental epidemiologist via this mechanism (Dr. Raanan Raz).

According to the legal agreement between HUJI and Hadassah, HMO is required to fund a certain number of positions in the School. Hadassah's ongoing financial crisis has severely hampered its ability to meet the terms of this agreement (only one hire in the last seven years). The crisis has also affected the salaries of our Hadassah employees.

The striking table below (please see Number of Academic Faculty Members Showing Projections) presents the distribution and projected number of job slots of the School's faculty by employer. The current demographic profile of the academic faculty seriously threatens the School's sustainability. This together with Hadassah's decreased support calls into question the future ability of the School to maintain its programs and high standards. Already, the burden of teaching, supervising theses and administrative tasks falls on a small cadre of tenured faculty members. In the coming years the critical mass for teaching and research in epidemiology, public health genetics, and environmental health promises to stay high, but other core areas such as health economics, biostatistics, health policy and health promotion are already severely compromised. These are the hiring priorities of the School, which have been ratified on multiple occasions by its Governing Committee, and have been repeatedly and emphatically communicated to the Dean and University administration.

Number of Academic Faculty Members Showing Projections (In Grey) Assuming No New Hires

	Start of Year			Retirement			New hires	
Year	**Employer:**	**HUJI**	**Hadassah**	**Clalit**	**HUJI**	**Hadassah**	**Clalit**	**HUJI**	**Hadassah**
2007		7	9	2	0	1		1	0
2008		8	8	2	1	1		0.5	0
2009		7.5	7	2	0	0		0	0
2010		7.5	7	2	0	1		0	0
2011		7.5	6	2	0	1		0	1
2012		7.5	6	2	0	0		1	0
2013		8.5	6	2	0	1		0	0
2014		8.5	5	2	1.5*	0		0	
2015		7	5	2	0	1		2	
2016		9	5	2	1	0			
2017		8	4	2	0	0			
2018		8	4	2	1	0			
2019		7	4	2	1	0			
2020		6	4	2	1	1	1		
2021		5	3	1					

*Senior Lecturer (50% position) left the School

J. How is full employment defined in the institution for senior and junior staff, and how many hours are they required to teach in each of the study programs?

Full time academic employees of the University are expected to teach 6-8 weekly hours. This is the equivalent of 3-4 two-credit courses per semester. Hadassah employees (physicians) are expected to work 43.5 weekly hours, and have an obligation to teach as well as to provide service in the institution. For other Hadassah employees a full time job is considered to be 40 hours a week.

K. Are staff members obliged to serve as advisors for final projects, theses and dissertations? Is there a limitation of a maximum number of graduate students per faculty? Are there criteria for assigning advisors to different research projects?

Faculty members are obliged and encouraged to serve as advisors for final projects, theses and dissertations. There is no limitation on the number of graduate students per faculty member.

Students are provided a list of faculty members, including adjuncts and emeriti, and their scientific fields of interest, and counselled to approach these potential advisors individually. This list is circulated among Israeli students at the end of the first year of studies and among IMPH students, near the end of the first semester. In both cases this is accompanied by an information session regarding thesis requirements. Students are also given opportunities to express their research interests and the Research Forum coordinators make inquiries among relevant teachers on their behalf.

Since our permanent academic faculty is small, external teachers and experts working in Public Health disciplines may serve as advisors for Masters Papers (final non-research projects of the IMPH program), with approval of the Research Forum coordinators. The Education Committee has set formal criteria regarding eligibility of thesis advisors for Masters theses. Advisors not meeting these criteria must be accompanied by a co-advisor from the School’s academic staff. This policy is also in keeping with Faculty policy for eligibility of research advisors.

For doctoral students, the procedure differs. The HUJI Authority for Research Students sets policy regarding mentoring/advising eligibility. Faculty members who have reached Senior Lecturer rank can serve as independent PhD. advisors. Candidates are expected to contact and receive approval (including funding guarantees) from a potential advisor before embarking on doctoral studies.

L. Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity.

Administrative staff includes HUJI (6) and Hadassah (1) employees, and individuals supported by research grants or IMPH program funds. Rachel Cohen, the School Secretary, manages School budgets, administers human resources matters, coordinates the Governing Committee and organizes events, and conferences. Dafna Bibi is Administrative Coordinator for the Health Policy, Administration and Economics and Family Medicine Departments. Yasmine Ozana, Student and Teaching Affairs Secretary for the Israeli programs, manages the application and registration process, coordinates schedules and exams (together with the Academic Coordinator), reports

grades, prepares transcripts and diplomas, coordinates the Curriculum Committee, prepares promotional material and participates in “open days”. Shelly Abulof, Secretary, provides administrative assistance to the Director and academic staff, coordinates the PhD and Communications Committees and updates the School's website.

Pamela Malka, IMPH Secretary, handles admission, registration, and applicants’ queries; coordinates course schedules, exams (together with the Academic Coordinator), thesis defenses; reports grades and prepares transcripts. Edna Jospe Perez, IMPH Administrative Coordinator, manages the program's budgets in HUJI and Hadassah, and organizes all nonacademic aspects of the program including trips and site visits, special events and graduation ceremony, prepares donor reports, and promotional material. The IMPH Social Coordinator organizes trips, activities and deals with student needs. Our active IMPH Alumni network and program are facilitated by Reut Kramer, Communications Coordinator, who manages the database, website and social media platforms and produces an alumni newsletter, and Dr. Maureen Malowany, its Academic Coordinator*.
Dr. Ronit Sinnreich* is Academic Coordinator and student advisor for all Masters programs.
(*also a teacher).

M. In summary, what are the points of strength and weakness of the human resources (teaching staff, technical and administrative staff)?

Strengths:

• The School can boast a world-class multidisciplinary cadre of teachers with important contributions to research and practice in Israel and globally. Their expertise in broad as well as specialized substantive areas offers students at MD, Masters and Doctoral levels mentorship, research experience, and a wide variety of courses. Our teachers, past and present, maintain close ties with major stakeholders in the Israeli healthcare system including Health Plans, the Health Ministry, NGOs, the National Institute for Health Policy Research, the National Insurance Institute, the IDF and many others. This promotes interaction between the “field” and academia as well as ensuring that our teachers play a role in shaping policy, practice and change.
• The School is blessed with talented and dedicated administrators, willing to contribute beyond their job descriptions. All are committed to the School’s mission and take pride in its accomplishments.
• Gender equality is evident in the faculty’s make-up.
• Emeriti are actively engaged
• Clear university policies and regulations vis-à-vis academic promotions as well as hiring of administrative staff. The University’s Academic Secretary and Human Resources Departments are helpful and supportive.

Weaknesses:

• As noted, the School’s full-time academic faculty is extremely small, especially compared to equivalent institutions internationally. Beyond their engagement in teaching, our teachers also bear a large administrative load, including coordination of many courses and multiple programs, and membership in multiple committees required for the School’s smooth functioning. In addition, teachers are expected to play active roles in university-wide, faculty-wide or Hadassah activities and some have major roles beyond the institution. Thus, many are stretched to the limit in terms of teaching and service commitments.
• As a result, the School increasingly relies on external teachers in both its Israeli and International

programs. This is both a strength and a weakness: strength, since it enhances the multidisciplinary nature of our programs and exposes students to hands-on practitioners, and a weakness, since external teachers are less involved in School committees and in mentoring thesis students than full-time faculty.

• University hiring policies do not guarantee that specific substantive areas in Public Health will be covered by new recruits. The School cannot be assured that retiring staff will be replaced. Since hiring calls are Faculty-wide, potential recruits from Public Health disciplines appearing before the Screening Committee may face an uphill battle convincing a venerable group of (mainly) basic scientists of their worthiness to join the Faculty.

• As noted, the financial crisis in Hadassah has curtailed hiring. The School would greatly value the opportunity to employ statisticians and physicians (e.g., in Occupational Health, Health Promotion, Quality of Care), but opportunities for expansion or replacement via Hadassah have not existed in the past four years nor are foreseen.

• Staff retirements in the near future threaten the integrity and sustainability (see table - section I) of the School. Particular subject areas (Statistics, Health Economics, and Health Promotion) are already compromised. Clearly, without new input on an urgent basis before 2020, our academic faculty will dwindle to below the critical mass required to maintain the School’s programs.

Chapter 5 - Research

A. What are the department's special strengths and uniqueness in research?

Public health research focuses on variation in disease distribution by age, gender, ethnicity, behavior and lifestyle choices, occupational and environmental exposures, genetic determinants, pre- or co-existing conditions, the evaluation of interventions, health laws, systems and policies and their impact on health at the individual and community level. Thus the School's research agenda is inherently multidisciplinary and interdisciplinary. The wide spectrum of fields addressed by our small team of researchers spans the molecular/genetic to the macro-social level, from chronic (and often preventable) conditions including obesity, diabetes, cancer, and heart disease to communicable diseases, and includes mental health and addictions, environmental health, health promotion, health policy and economics. Our School is particularly known for its strengths in epidemiology, encompassing infectious and chronic diseases, and health behaviors, and for its important contributions in health services and systems research. Efforts in these areas produce the evidence needed to address critical issues in organization, financing, prioritization and evaluation of services, as well as strategies for allocating resources.

We use a variety of methodologies to ask questions such as: "What sequences of states and processes influence who becomes, and remains sick, and who does not?" and "What can be done to prevent or delay onset of illness, shorten its duration, improve its prognosis and reduce the burden of disease for patients, their families, and society in general? What are the most effective and efficient means to accomplish this?" Such questions demand an integrated scientific approach encompassing various methodologies. To accomplish this, we employ and develop a wide range of research tools including epidemiology and biostatistics, cutting-edge genomics, behavioral science methods, qualitative analysis, linked with laboratory and clinical investigation, exposure and nutritional assessment, sociology, and economic analysis. Some of these are home-grown. Unlike basic science research which primarily relies on animal subjects or biological tissue, public health research involves, for the most part, human participants – as individuals and/or as groups. This reliance presents a number of unique ethical, recruitment, and data validity challenges.

By identifying populations and individuals at risk, we aim to motivate people to adopt risk-reducing behaviors and policy-makers to adopt health-promoting policies at the institutional, community, and national levels. Community health was for many years a central focus of the School’s activities. For example, results of community-based studies performed in Kiryat HaYovel, Jerusalem, served as the basis for the development of an internationally adopted healthcare-delivery model that combines individual and population-based care (COPC). Our investigators have identified social and economic disparities in health outcomes and services, work that aims to improve access to preventive, curative and rehabilitative care. Faculty and emeriti focus on health promotion, via leadership in the Healthy Cities network, as well as work in nutrition and health behaviors, including the use of novel technologies (digital health/mobile phones) for smoking cessation, linking research and practice.

Our researchers are actively engaged in life-course epidemiology. This is accomplished through the establishment, maintenance and extension of important longitudinal studies such as the Lipid Research Clinic Study, the Israel Longitudinal Mortality Studies, cohort of army recruits, and the Jerusalem Perinatal Study. The latter is a globally-recognized resource for the study of fetal and perinatal origins of adult disease including cancer, cardiovascular outcomes and schizophrenia, using both record linkage and concurrent data collection, and forming the basis of unique genetic studies.

Our investigators are increasingly focused on evaluating health effects of environmental exposures, with important contributions regarding effects of air pollution, phthalates, pesticides, or xenobiotics

in treated wastewater, and their effects on various health conditions such as neurobehavioral function, autism, birth outcomes and male fertility.

Our researchers collaborate both within the School, and with numerous institutions in Israel and abroad as detailed below. Their academic impact can be felt locally and internationally (see in addition, sections C and D):

Our faculty members hold prominent roles in other research institutions, serve as journal editors, journal reviewers and grant reviewers for many granting agencies including ISF, BSF, etc. Professor Avi Israeli is Chief Scientist of the Ministry of Health. Professor Orly Manor is Director of Israel's National Program for Quality Indicators for Community Healthcare, with two other Braun School faculty members serving on its directorate. She is also the Chair of the board of the National Institute for Health Policy Research. Professor Ora Paltiel heads the Hadassah Center for Research in Clinical Epidemiology. Prof Shmueli heads the advisory committee on health for the Public Council on Statistics Finally, Professor David Chinitz serves as the President of the International Society on Priorities in Health Care.

See table 8. The broad spectrum of research interests of our investigators ranging from public health and health promotion to classical laboratory-based research translates to a plethora of funding agencies that support the PIs. Braun School faculty members have received over $7.7 million in research funds in the last three years from local and international funding sources. Importantly, as demonstrated in Table 8, the vast majority of this funding came from competitive international sources such as the NIH, European Diabetes Research Foundation, National Foundation of Singapore, Bi-National Funds, MERC, and others, and highly competitive Israeli sources (e.g., the Israel Science Foundation, and the National Institute of Health Policy Research). Several Braun School researchers are members of large multi-center international research teams and consortia performing collaborative projects.

Table 8 - Braun School Research Resources- last 3 years

Name and rank (Full/associate Prof; Senior Lecturer; Lecturer)	Main Research Area	research funds raised in the past 3 years (total amount from resource in US$)	Grant Source	Duration of the grant (yrs)
Emilia Anis Adjunct Senior Lecturer	Clinical Research/Epidemiology Prevention and control of communicable diseases; Vaccination; Outbreak control	60,000	Ben Gurion University of the Negev	1
Jacob Bar-Tana, Professor Active Emeriti	Metabolism /Clinical research;	150,000	Vatat FTA NANO	5
	Nutrition	35,000	BSF	4
Elliot Berry, Professor Active Emeriti	Human Nutrition and Metabolism /Clinical research	200,000	Ministry of Economics	2
		120,000	Brain-Epfl-Israel	3
		300,000	Ministry of Economics	2
		100,512	Hadassah	3
Ronit Calderon-Margalit Associate Professor	Cliinical epidemiology; Maternal-child health; Cancer and cardiovascular epidemiology; Environmental health	120,000	USAID MERC	7
		355,000	Environment and Health Fund	6
		40,000	The Israel National Institute for Health Policy Research	2
		40,000	The Israel National Institute for Health Policy Research	2
		30,000	The Israel National Institute for Health Policy Research	1
		7,000	Israel Cancer Association	1
		180,000	Israel Science Foundation	4
Shai Carmi Senior Lecturer	Statistical and Population Genetics; Computational genetics	15,000	Private Donation	1
David Chinitz Associate Professor	Health economy Health policy and management; Qualitative research; Comparative health systems; Health reform	150,000	The Israel National Institute for Health Policy Research	3
Yechiel Friedlander Full Professor	Genetic and cardiovascular epidemiology, Developmental Nutrition, metabolism & obesity	6,700	British Friends of Hebrew University	1
		1,000,000	National Foundation of Singapore	5
		175,000	Israel Science Foundation	4
		16,500	Israel Science Foundation	1
		165,000	Israel Science Foundation	5
Hagit Hochner Lecturer	Genetic and cardiovascular epidemiology	10,000	The Joint Research fund between The Hebrew University Faculty of Medicine, and Hadassah Medical Hospital	1
		24,000	Hebrew University Internal Funds (received for excellent score on a BSF submission)	1
		23,170	The Israel National Institute for Health Policy Research	1
		165,000	Israel Science Foundation	5
		78,130	The Israel National Institute for Health Policy Research	3
Abraham (Avi) Israeli Full Professor	Health economics; Health policy, and management; Organization and quality of health services/systems	70,000	The Israel National Institute for Health Policy Research	2
Jeremy Kark Professor	Clinical/Cardiovascular, diabetes and cancer epidemiology	300,000	EHF	2
		60,000	ICRF	

Amnon Lahad Associate Professor	Clinical Research, Family Medicine; Primary care; Physicians' behavior; Genetics of breast and ovarian cancer	40,000	The Milgrom Foundation for Military Research at the Hebrew University	2
Hagai Levine Senior Lecturer	Clinical epidemiology/Health promotion Environmental health; Life course epidemiology	70,000 50,000 30,000 5,000	Hebrew University Center of Excellence in Agriculture and Environmental Health Israel Cancer Association and Ministry of Health Milgrom Foundation for Military Research at Hebrew University of Jerusalem Environment and Health Fund	3 3 2 1
Orly Manor Full Professor	Epidemiology, Biostatistics; Social inequalities, Quality indicators; Methodology of Longitudinal studies	920,000 80,000 20,000	The National Institute for Health Policy research Environment and Health Fund The National Institute for Health Policy research	3 3 2
Yehuda Neumark Associate Professor	Substance Abuse Epidemiology, Epidemiology of alcohol/drug use ICT and health promotion among young adults	22,000 50,000	FP-7 European Commission University of Fribourg	5 3
Ora Paltiel Full Professor	Clinical epidemiology; Cancer epidemiology	40,000 40,000 10,000 10,000 284,000 650,000	The Israel National Institute for Health Policy Research Israel Cancer Association Israel Cancer Association Private Donation Israel Science Foundaton Middle East Research Cooperation (MERC) US AID	2 2 2 3 3.5
Raanan Raz Senior Lecturer	Environmental health; Environmental Epidemiology	19,000 40,000 40,000 396,000	The Hebrew University of Jerusalem The Israeli Ministry of National Infrastructures Environment and Health Fund The National Institute of Environmental Health Sciences (USA). With Marc Weiskopf, Harvard	1 2 3 2
Amir Shmueli Full Professor	Health Economics and Policy Health inequality; Economic evaluations Incentives in health markets	135,000 20,000	The Israel National Institute for Health Policy Research Indivior and the Anti-Drug Authority	2 1
Chen Stein-Zamir Adjunct Senior Lecturer	Epidemiology/Health promotion; Vaccination Perinatal and neonatal morbidity/mortality; Outbreak control	50,000	The Israel National Institute for Health Policy Research	1.5
Ram Weiss Associate Professor	Clinical Research/ Metabolism Obesity and insulin secretion; Insulin resistance; Gut hormones and their effect on metabolism	350,000 100,000 264,000	EFSD Yissum Ministry of Health	3 2 3
		7,731,012		

Publications in the last three years in refereed journals:
Alongside the impressive research grant track-record, in 2013-2015 Braun School researchers published nearly 250 articles in peer-reviewed journals including the New England Journal of Medicine, JAMA, Human Molecular Genetics, PLoS Genetics, Nature Genetics, Nature Communication, American Journal of Epidemiology, Epidemiology, International Journal of Cancer and International Journal of Epidemiology. Citations for our Full Professors range from 1580-6987/investigator (excluding self-citation); their Web-of-Science H indices range from 22-45.

Activities in research centers or other academic bodies and institutions:
School faculty are involved in all levels of national and local government, from research to advocacy, including prestigious roles in the Israeli Ministry of Health such as Chief Scientist, Directors of the Division of Epidemiology, and Jerusalem Health District, and the Chair of the National Institute for Health Policy Research (noted above). Our teachers have held key positions on the Healthcare Basket Committee, National Polio Eradication Committee, National Council for Health Promotion, Association of Public Health Physicians, and the Israeli National Task Force for the Prevention of Childhood Obesity, among others. Faculty members have also undertaken advocacy roles lobbying before the Israeli parliament for evidence-based public health efforts regarding water fluoridation, expansion of research funding for addiction research, tobacco control, environmental protection etc. They also lead national coalitions such as the Health Inequalities Team, Caesarea Forum-The Eli Hurvitz Conference on Economy & Society.
School faculty members engage in collaborative research at university-wide and national levels. Local collaborations include projects with investigators in the Faculty of Medicine, HMO and Family Medicine. Examples include involvement in The Autism Center (Hub) of HUJI and Affiliated Hospitals, IMI Directors of the Eating Disorders Forum, cancer research and maternal-fetal medicine. The HUJI Center of Excellence in Agriculture and Environmental Health which links the School with the Faculty of Agriculture, and the collaboration with the Advanced School of Environmental Studies and HUJI Ring Family Foundation for Atmospheric and Global Studies speak to the School's engagement with contemporary global and environmental health concerns. Another innovative cross-university initiative involving School faculty members is the BioJerusalem project for Digital Health.

Internationally, School members are consultants to the UN Food and Agriculture Organization, the WHO, and WHO European Healthy Cities Network. In the context of the WHO European Region, School researchers are members of a European task force that participates in planning and developing food and medicine policies for aging populations, a European consortium which reviews research proposals of the European Commission, and are consultants for research on health workforce migration in Western Balkan countries. Faculty members have also taken leadership roles in the and COST Action IS1405 "Building Intrapartum Research through Health (BIRTH)", Childhood Obesity Task Force of the European Association for the Study of Obesity, and the United Nations 10FYP Sustainable Food Systems Programme.

Awards and prizes:
The School's researchers have been acknowledged within HUJI and HMO, nationally and internationally, through the receipt of fellowships, outstanding research and teaching awards and recognition for national service during times of disease outbreaks (see table 9).

The Hebrew University of Jerusalem

Name of faculty member, rank	Fields of research/ specialization		name of publication (שם מאמר מלא)	published in (name of journal / publishing house)	Bodies (research facilities / centers/ institutions / labs) the faculty member is active at, in the last 3 years	other (special positions, honors, prizes, etc)	number of research students (students that take an active part in the research, not subjects of your research)
Emilia Anis Adjunct Senior Lecturer	Clinical Research/Epidemiology Prevention and control of communicable diseases; Vaccination; Outbreak control	1	How many OPV rounds are required to stop wild polio virus circulation in a developed country? Lessons from the Israeli experience	Vaccine	Ministry of Health, Division of Epidemiology	The General Director team prize for managing the response to the polio outbreak in Israel	2
		2	Preparing for imported ebola cases in Israel, 2014 to 2015	Eurosurveillance			
		3	Change in incidence of clinic visits for all-cause and rotavirus gastroenteritis in young children following the introduction of universal rotavirus vaccination in Israel	Eurosurveillance			
		4	The Israeli public health response to wild poliovirus importation	Lancet Infectious Diseases			
		5	Long-term predictors of recurrent laboratory-confirmed giardiasis: a 10-year national surveillance study	Journal of the Pediatric Infectious Diseases Society			
		6	West Nile Fever in Israel: The reemergence of an endemic disease	Journal of Infection			
		7	Molecular epidemiology of legionnaires' disease in Israel	Clinical Microbiology and Infection			
		8	Insidious reintroduction of wild poliovirus into Israel, 2013	Eurosurveillance			
		9	Should Israel screen all mothers-to-be to prevent early-onset of neonatal group B streptococcal disease? A cost-utility analysis	Israel Journal of Health Policy Research			
		10	Transmission patterns of HIV-subtypes A/AE versus B: inferring risk-behavior trends and treatment-efficacy limitations from viral genotypic data obtained prior to and during antiretroviral therapy.	PLoS One			
		11	Rubella in Israel after the MMR vaccine: elimination or containment?	Journal of Public Health Policy			
Jacob Bar-Tana Professor Active Emeriti	Metabolism /Clinical research; Nutrition	1	Suppression of B-Raf(V600E) cancers by MAPK hyper-activation	OncoTarget			3
		2	Prevention of diabetes-promoted colorectal cancer by (n-3) polyunsaturated fatty acids and (n-3) PUFA mimetic.	OncoTarget			
		3	Long-chain fatty acid analogues suppress breast tumorigenesis and progression.	Cancer research			
		4	PF-4708671 activates AMPK independently of p70S6K1 inhibition.	Plos One			
		5	Thyroid hormone, thyromimetics, and metabolic efficiency.	Endocrine Reviews			
Elliot Berry Professor Active Emeriti	Human Nutrition and Metabolism /Clinical research	1	Fish oil promotes survival and protects against cognitive decline in severely undernourished mice by normalizing satiety signals	J Nutritional Biochemistry	Part of a European group that participate in planning and developing food and medicine for aging, the IMI Directors of the Eating Disorders Forum on the Hadassah Hospital website Part of European consortiums that send research proposals to the european commission.		7
		2	Cannabidiol improves brain and liver function in a Fulminant Hepatic Failure-induced model of hepatic encephalopathy in mice	British J of Pharmacology			
		3	Leptin Induces Neuroprotection Neurogenesis and Angiogenesis after Stroke	Curr Neurovasc Res			
		4	Delayed leptin administration after stroke induces neurogenesis and angiogenesis	J Neurosci Res			
		5	Novel acylethanolamide derivatives that modulate body weight through enhancement of hypothalamic Preopiomelanocortin (POMC) and/or decreased Neuropeptide Y (NPY)	J Med Chem			
		6	Leptin levels and clinical outcomes in patients with systemic inflammatory response syndrome	Anaesth Intensive Care			
		7	Management of obesity in menopause :Lifestyle modification,medication,bariatric surgery and personalized treatment	Curr Topic in Menopause			
		8	The direct pro-fibrotic and indirect immune anti-fibrotic balance of blocking the cannabinoid CB2 receptor	Am J Physiol Gastrointest Liver Physiol			
		9	Tell me what you eat and I will tell you your sociotype: coping with diabesity	RMMJ			
		10	Health-related Quality of Life Changes and Weight Reduction after Bariatric Surgery vs. a Weight-loss Program	Isr J Psychiatry Relat Sci			
		11	Therapeutic Humor in the Control of Stress-Induced Emotional Eating	Rambam Maimonides Medical Journal			
		12	Self-care management among patients with type 2 diabetes in East Jerusalem	Health Education Journal			
		13	Food Security and Sustainability: can one exist without the other?	Public Health Nutrition			
		14	The evolution of the Mediterranean diet towards a sustainable dietary pattern	Frontiers in Nutrition: nutrition and environmental sustainability			
		15	Parallel concepts coming together – Food security meets Sustainability	Public Health Nutrition			
Mayer Brezis Full Professor	Quality and safety in healthcare; End of life; Transition of Care	1	Physician-facilitated designation of proxy decision-makers: family physician perceptions	Isr J Health Policy Res	BioJerusalem Head of Hadassah's Quality and Safety Unit		7
		2	Does Physician's Training Induce Overconfidence That Hampers Disclosing Errors?	J Patient Saf			
		3	Preparedness for End of Life-a Survey of Jerusalem District Nursing Homes.	J Am Geriatr Soc			
		4	Effects of Social Network Exposure on Nutritional Learning: Development of an Online Educational Platform.	JMIR Serious Games			
		5	Are physicians overlooking the clinical assessment of hypovolemia?	Am J Emerg Med			
		6	Quality and extent of informed consent for invasive procedures: a pilot study at the institutional level in Turkey.	Int J Qual Health Care			
		7	Evaluation of a prospectively administered written questionnaire to reduce the incidence of suspected latex anaphylaxis during elective cesarean delivery.	Int J Obstet Anesth			
		8	Improving compliance to osteoporosis workup and treatment in postmenopausal patients after a distal radius fracture.	Taiwan J Obstet Gynecol			
		9	Unexplained complaints in primary care: evidence of action bias.	J Fam Pract			
		10	Vaccination, herd behavior, and herd immunity.	Med Decis Making			
		11	The effect of an intervention on rates of central vascular catheter-related bloodstream infection in intensive care units at the Hadassah Medical Center.	Harefuah			
		12	The use of a standard design medication room to promote medication safety: organizational implications.	Int J Qual Health Care			
		13	A simple intervention for improving the implementation rate of a recommended osteoporosis treatment after hip fracture.	Endocr Pract			
Ronit Calderon-Margalit Associate Professor	Clinical epidemiology; Maternal-child health; Cancer and cardiovascular epidemiology; Environmental health	1	Grand multiparity and reproductive cancer in the Jerusalem Perinatal Study Cohort	Cancer Causes Control	The Hebrew University Center of Excellence in Agriculture and Environmental Health COST Action IS1405 "Building Intrapartum Research Through Health (BIRTH)"		
		2	Socioeconomic disparities in breast cancer incidence and survival among parous women: findings from a population-based cohort	BMC Cancer			
		3	Urinary organophosphate metabolite levels in Palestinian pregnant women: results of the Middle East Regional Cooperation Project	Int J Environ Health Res			
		4	Very High Intrapartum Fever in Term Pregnancies and Adverse Obstetric and Neonatal Outcomes	Neonatology			
		5	Cohort Profile: The Jerusalem Perinatal Family Follow-Up Study	Int J Epidemiol			
		6	Delivery during time of shift change is not a risk factor for obstetric complication: a historical cohort study	Harefuah			
		7	Adverse Perinatal Outcomes among Immigrant Women from Ethiopia in Israel	Birth			
		8	Prospective association of polycystic ovary syndrome with coronary artery calcification and carotid-intima-media thickness: the Coronary Artery Risk Development in Young Adults Women's study	Arterioscler Thromb Vasc Biol			
		9	Birth in a health facility--inequalities among the Ethiopian women: results from repeated national surveys	PLoS One			
		10	Childhood history of resolved glomerular disease and risk of hypertension during adulthood	JAMA			
		11	Epidural analgesia and severe perineal tears: a literature review and large cohort study	J Matern Fetal Neonatal Med			
		12	The association of maternal intrapartum subfebrile temperature and adverse obstetric and neonatal outcomes	Paediatr Perinat Epidemiol			
		13	Varicocoele among 1 300 000 Israeli adolescent males: time trends and association with body mass index	Andrology			
		14	Clinicians' attitudes toward general screening of the Ashkenazi-Jewish population for prevalent founder BRCA1/2 and LRRK2 mutations	Public Health Genomics			
		15	Disparities in the use of antenatal care service in Ethiopia over a period of fifteen years	BMC Pregnancy Childbirth			
		16	Systemic factors and mortality in elderly patients with pressure ulcers	Int Wound J			
		17	The influence of age on the management of patients with diabetes in the Israeli population	Popul Health Manag			
		18	Hematuria and risk for end-stage kidney disease	Curr Opin Nephrol Hypertens			
		19	Association between number of children and mortality of mothers: results of a 37-year follow-up study	Ann Epidemiol			
Shai Carmi Senior Lecturer	Statistical and Population Genetics; Computational genetics	1	Expanding the phenotype of CRB2 mutations – A new ciliopathy syndrome?	Clinical Genetics	BioJerusalem initiative for Digital Health	Alon fellowship of The Council for Higher Education of Israel (declined) Human Frontiers Science Program Cross Disciplinary Fellowship	4
		2	Rapidly registering identity-by-descent across ancestral recombination graphs	Journal of Computational Biology			
		3	An Ashkenazi founder mutation in the PKHD1 gene	European Journal of Medical Genetics			
		4	Expanded genetic screening panel for the Ashkenazi Jewish Population	Genetics in Medicine			
		5	The SMC' is a highly accurate approximation to the ancestral recombination graph	Genetics			
		6	Genotyping of geographically diverse Druze trios reveals substructure and a recent bottleneck	European Journal of Human Genetics			
		7	A renewal theory approach to IBD sharing	Theoretical Population Biology			
		8	Sequencing an Ashkenazi reference panel supports population-targeted personal genomics and illuminates Jewish and European origins	Nature Communications			
		9	A genome-wide map of hyper-edited RNA reveals numerous new sites	Nature Communications			
		10	Two splicing factors carrying serine-arginine motifs, TSR1 and TSR1IP, regulate splicing, mRNA stability and rRNA processing in Trypanosoma brucei	RNA Biology			
		11	Random walk with priorities in communication-like networks	Physical Review E			
		12	The hnRNP F/H homologue of Trypanosoma brucei is differentially expressed in the two life cycle stages of the parasite and regulates splicing and mRNA stability	Nucleic Acids Research			
		13	The variance of identity-by-descent sharing in the Wright-Fisher model	Genetics			
		14	Basal splicing factors regulate the stability of mature mRNAs in Trypanosomes	Journal of Biological Chemistry			
David Chinitz Associate Professor	Health economy Health policy and management; Qualitative research; Comparative health systems; Health reform	1	Privatization in the Israeli Health Care	Van Leer Institute and Kibbutz Hameuchad	Van Leer Institute Taub Center		15
		2	Vaccination, Herd Behavior and Herd Immunity	Medical Decision Making			
		3	Sustainable Health Information Exchanges	Israel Journal of Health Policy Research			
		4	The Special Interdisciplinary Contribution of Institutional Economics	Health Economics			
		5	Which Criteria Are Considered in Healthcare Decisions? Insights from an International Survey of Policy and Clinical Decision Makers	International Journal of Technology Assessment in Health Care			
		6	What Passes and Fails as Health Policy and Management	Journal of Health Politics, Policy and Law			
		7	Governing the Allocation of Scarce Resources: Is Health Care no Longer a Special Case?	Israel Journal of Health Policy Research			
		8	On Health Policy and Management- Mind the theory-policy-practice gap	International Journal of Health Policy and Management			
		9	Implementation of Information & Communication Technologies (ICT) in the healthcare sector: an Israeli and Portuguese comparative approach	Israel Journal of Health Policy Research			
		10	The Health Policy and Management Gap-From Diagnosis to Prescription: a response to two commentaries	International Journal of Health Policy and Management			
		11	Being a legal guardian – the nursing perspective	Israel Journal of Health Policy Research			

		12	Saltman on Solidarity	Israel Journal of Health Policy Research			
		13	The Impact of eHealth and mHealth on doctor behavior and patient involvement: an Israeli and Portuguese comparative approach	European Federation for Medical Informatics			
		14	Not Everything is Black or White. Commentary on Filc D and Cohen N, Blurring the Boundaries between public and private health care services as an alternative explanation for the emergence of black medicine: the Israeli case	Health Economics Policy and Law			
Yechiel Friedlander Full Professor	Genetic and cardiovascular epidemiology, Developmental Origins Nutrition, metabolism & obesity	1	Association between number of children and mortality of mothers: results of a 37-year follow-up study	Ann of Epidemiol	The Cohorts for Heart and Aging Research in Genomic Epidemiology (CHARGE) Consortium		4
		2	Association of a Single Nucleotide Polymorphism rs6903956 on Chromosome 6p24.1 with Coronary Artery Disease in a Multi-ethnic Singaporean Population	Clinical Biochemistry			
		3	Prenatal stress and affective disorders in a population birth cohort	Bipolar Disord			
		4	Are C-reactive protein associated genetic variants associated with serum levels and retinal 1 markers of microvascular pathology in Asian populations from Singapore?	PLoS One			
		5	Associations of Maternal Pre-pregnancy Body Mass Index and Gestational Weight Gain with Offspring Longitudinal Change in BMI	Obesity			
		6	Maternal genetic variation accounts in part for the associations of maternal size during pregnancy with offspring cardiometabolic risk in adulthood	PLOS ONE			
		7	Parental smoking during pregnancy and offspring cardio-metabolic risk factors at ages 17 and 32	Atherosclerosis			
		8	Multiple non-glycemic genomic loci were newly associated with blood level of glycated hemoglobin in East Asians	Diabetes			
		9	Triathletes are over-represented in a population of patients with ALS	Amyotrophic Lateral Sclerosis and Frontotemporal Degeneration			
		10	FTO genetic variants, dietary intake, and body mass index: insights from 177,330 individuals	Hum Mol Genet			
		11	Plasma vitamin D is associated with fasting insulin and HOMA-IR in young adult males, but not females, of the Jerusalem Perinatal Study	Public Health Nutrition			
		12	Genetic Loci Associated with Circulating Levels of Very Long-Chain Saturated Fatty Acids	J. Lipid Res			
		13	New loci and coding variants confer risk for age-related macular degeneration in East Asians	Nature Communications			
		14	Interaction effects between *Paraoxonase 1* variants and cigarette smoking on risk of coronary heart disease in a Singaporean Chinese population	Atherosclerosis			
		15	Novel unique variants identified in parent-child trios of sporadic schizophrenia cases and an independent non-related replication sample	Schizophrenia Research			
		16	Trans-ethnic genome-wide association study identifies 12 genetic loci influencing blood pressure and implicates a role for DNA methylation	Nature Genetics			
		17	Parent-of-origin effects of the APOB gene on adiposity in young adults	PLOS Genetics			
		18	Socioeconomic disparities in breast cancer incidence and survival among parous women: findings from a population-based cohort, 1964-2008	BMC Cancer			
		19	A genome-wide association study of n-3 and n-6 plasma fatty acids in a Singaporean Chinese population	Genes and Nutrition			
		20	Grand multiparity and reproductive cancer in the Jerusalem Perinatal Study Cohort	Cancer Causes and Control			
		21	Cohort Profile: The Jerusalem Perinatal Family Follow-Up Study	Int J of Epidemiol			
		22	Mortality, Cancer Incidence and Survival in Parents Following Bereavement	Ann of Epidemiol			
		23	Accounting for life course exposures in epigenetic biomarker association studies: Early life socioeconomic position, candidate gene DNA methylation, and adult cardiometabolic risk	Am J Epidemiol			
Hagit Hochner Lecturer	Genetic and cardiovascular epidemiology	1	Association between number of children and mortality of mothers: results of a 37-year follow-up study	Ann Epidemiol	The Cohorts for Heart and Aging Research in Genomic Epidemiology (CHARGE) Consortium	The International Atherosclerosis Society 3-month Visiting Fellowship Award (2015)	10
		2	A multi-locus likelihood method for assessing parent-of-origin effects using case-control mother-child pairs	Genet Epidemiol			
		3	Drug-gene interactions and the search for missing heritability: a cross-sectional pharmacogenomics study of the QT interval	Pharmacogenomics J			
		4	Parental smoking during pregnancy and offspring cardio-metabolic risk factors at ages 17 and 32	Atherosclerosis			
		5	Triathletes are over-represented in a population of patients with ALS	Amyotroph Lateral Scler Frontotemporal Degener			
		6	Associations of maternal pre-pregnancy and gestational body size with offspring longitudinal change in BMI	Obesity (Silver Spring)			
		7	Maternal genetic variation accounts in part for the associations of maternal size during pregnancy with offspring cardiometabolic risk in adulthood	PLoS One			
		8	Plasma vitamin D is associated with fasting insulin and homeostatic model assessment of insulin resistance in young adult males, but not females, of the Jerusalem Perinatal Study	Public Health Nutr			
		9	Self-reported Prevalence of and Knowledge About Urinary Incontinence Among Community-Dwelling Israeli Women of Child-Bearing Age	J Wound Ostomy Continence Nurs			
		10	Gum chewing and gastrointestinal function following caesarean delivery: a systematic review and meta-analysis	J Clin Nurs			
		11	Cohort Profile: The Jerusalem Perinatal Family Follow-Up Study	Int J Epidemiol			
		12	Parent-of-Origin Effects of the APOB Gene on Adiposity in Young Adults	PLoS Genet			
		13	Mortality, Cancer Incidence and Survival in Parents Following Bereavement	Ann Epidemiol			
		14	Associations between birth SES, adult phenotype, and candidate cardiometabolic gene methylation in young adult women in the Jerusalem Perinatal Family Follow-Up Study	Am J Epidemiol			
Abraham (Avi) Israeli Full Professor	Health economics; Health policy, and management; Organization and quality of health services/systems	1	The Multiple Mini-interviews as a Predictor of Peer Evaluations During Clinical Training in Medical School	Medical Teacher	Chief Scientist, Ministry of Health Board Member, BSF	Rector's list teaching award	14
		2	Casualties distribution in emergencies: Some critiques of load index model	J Trauma Acute Care Surg			
		3	Not everything is black or white: commentary on Filc D and Cohen N, blurring the boundaries between public and private health care services as an alternative explanation for the emergence of black medicine: the Israeli case	Health Econ Policy Law			
		4	Load index model: An advanced tool to support decision making during mass-casualty incidents	J Trauma Acute Care Surg			
		5	Policy encouraging earlier hip fracture surgery can decrease the long-term mortality of elderly patients	Injury			
		6	Adjusting health expenditure for military spending and interest payment: Israel and the OECD countries	Isr J Health Policy Res			
		7	Interventions for reducing readmissions - are we barking up the right tree?	Isr J Health Policy Res			
Jeremy Kark Professor Active Emeriti	Clinical/Cardiovascular, diabetes and cancer epidemiology	1	Telomeres shorten at equivalent rates in somatic tissues of adults: implications for stem cell replicative kinetics	Nature Communications			
		2	Country of origin, age of migration, and risk of cutaneous melanoma: A migrant cohort study of 1,100,000 Israeli men	Int J Cancer			
		3	Brain biomarkers and management of uncertainty in predicting outcome of cardiopulmonary resuscitation: a nomogram paints a thousand words	Resuscitation			
		4	Tracking and fixed ranking of leukocyte telomere length across the adult life course	Aging Cell			
		5	Hypertension in adolescence is not an independent risk factor for renal cancer: A cohort study of 919,000 males	J Am Soc Hypertension			
		6	The telomere lengthening conundrum—artifact or biology	Nucleic Acids Research			
		7	Leukocyte telomere length and coronary artery calcification in Palestinians	Atherosclerosis			
		8	Measured body mass index and socioeconomic status in adolescence, country of origin and the incidence of gastro-esophageal adenocarcinoma cancer in a cohort of 1 million men	Cancer			
		9	Systemic determinants as barriers to participation in cardiac prevention and rehabilitation services after acute coronary syndrome	Int J Cardiol			
		10	Do leukocyte telomere length dynamics depend on baseline telomere length? An analysis that corrects for 'regression to the mean'	Eur J Epidemiol			
		11	Illness cognition as a predictor of exercise habits and participation in cardiac prevention and rehabilitation programs after acute coronary syndrome	BMC Public Health			
		12	Second generation Jewish immigrants of middle eastern origin have a lower incidence of Multiple Myeloma compared to Ashkenazi Jews in a cohort of 746,200 Israeli men followed from late adolescence	Leukemia and Lymphoma			
		13	Change in health behaviors following acute coronary syndrome: Arab-Jewish differences	Eur J Prev Cardiol			
		14	Predictors of thyroid carcinoma in Israel: A national cohort of 1624310 adolescents followed for up to 40 years	Thyroid			
		15	Predictors of long-term survival after out-of-hospital cardiac arrest: The impact of activities of daily living and cerebral performance category scores	Resuscitation			
		16	Sex difference in Leukocyte Telomere Length is Ablated in Opposite-Sex Co-twins	Int J Epidemiol			
		17	Identifing Barriers to Participation in Cardiac Prevention and Rehabilitation Programs via Decision Tree Analysis: Establishing Targets for Remedial Interventions	Open Heart			
		18	The value of resuscitation: Cost-utility analysis of cardiac resuscitation services in Jerusalem	Resusucitation			
		19	The association between shortened leukocyte telomere length and cardio-metabolic outcomes	Circ Cardiovasc Genet			
		20	The DCAF4, a novel gene associated with leukocyte telomere length	J Med Genetics			
		21	Differences in the triglyceride to HDL cholesterol ratio between Palestinian and Israeli adults	PLoS One			
		22	Telomeres, atherosclerosis and human longevity: a causal hypothesis	Epidemiology			
		23	Back-extrapolating a land use regression model for estimating past exposures to traffic-related air pollution	Environmental Science and Technology			
		24	Paternal age and telomere length in twins: the germ stem cell selection paradigm	Aging Cell			
		25	Low protective PON1 lactonase activity in an Arab population with high rates of coronary heart disease and diabetes	Clinica Chemica Acta			
		26	Glaser B, Hellman A. Premature Aging of Leukocyte DNA Methylation is Associated with Type-2 Diabetes Prevalence	Clinical Epigenetics			
		27	Increased attrition of leukocyte telomere length in young adults is associated with poorer cognitive function in midlife	Eur J Epidemiol			
		28	Commentary: The reliability of telomere measurements	Int J Epidemiol			
		29	Leukocyte telomere length dynamics in women and men: Menopause vs age effects	Int J Epidemiol			
		30	Increase in the inflammatory marker GlycA over 13 years in young adults is associated with lower cognitive function in midlife: the Jerusalem LRC longitudinal study	PLoS One			
		31	Hypertension in late adolescence and cardiovascular mortality in midlife: a cohort study of 2.3 million 16- to 19-year-old examinees	Pediatr Nephrol			
		32	Adolescent weight and height are predictors of specific Non-Hodgkin's Lymphoma subtypes in a cohort of 2,352,988 16-19 year olds	Cancer			
		33	Determinants of Leukocyte Telomere Length in the Newborn: Implications for Telomere Length in Human Diseases	Pediatrics			
		34	Shorter Telomere Length in Europeans than in Africans due to Polygenetic Adaptation	Hum Mol Genet			
		35	A Short Leukocyte Telomere Length Predicts Insulin Resistance	Diabetologia			
		36	Body mass index in 2.3 million adolescents and adult cardiovascular death	NEJM			
Alexander Kiderman Senior Lecturer	Family Medicine	1	An eye for a tooth	Gerodontology	Faculty of Family Medicine, Hadassah and Hebrew University Medical School		1
		2	Unexplained complaints in primary care: Evidence of action bias	Journal of Family Practice			
		3	External Ear Canal Folliculitis: A Frequently Under – Diagnosed Infectious Disease	Family Medicine And Medical Science Research			
		4	Does Physician's Training Induce Overconfidence That Hampers Disclosing Errors?	Journal of patient safety			
		1	Long-Term Statin Use and the Risk of Parkinson's disease	Am J Manag Care	Research Committee, Clalit Health Services, Jerusalem District	The Israeli Family Medicine association award in honor of Dr. Monikdam for leadership in Family Medicine	
		2	The case for Orthopaedic Medicine in Israel	Isr J Health Policy Res			
		3	A Non-Invasive Foot-Worn Biomechanical Device for Patients with Hip Osteoarthritis	Surgery Curr Res			
		4	Prenatal Isolated Ventricular Septal Defect May Not Be Associated with Trisomy 21. 3 J	J Clin Med			

Amnon Lahad Associate Professor	Clinical Research, Family Medicine; Primary care Physicians behavior; Genetics of breast and ovarian cancer	5	Structured nursing follow-up: does it help in diabetes care?	Isr J Health Policy Re			5
		6	Population-based screening for breast and ovarian cancer risk due to BRCA1 and BRCA2	Proc Natl Acad Sci U S A			
		7	TODRA, a lncRNA at the RAD51 Locus, Is Oppositely Regulated to RAD51, and Enhances RAD51-Dependent DSB (Double Strand Break) Repair	PLoS One			
		8	Overcrowding in Psychiatric Wards Is Associated With Increased Risk of Adverse Incidents	Med Care			
		9	Physician-facilitated designation of proxy decision-makers: family physician perceptions	Isr J Health Policy Res			
		10	Overcrowding in Psychiatric Wards is Associated With Increased Risk of Adverse Incidents	Med Care			
		11	Pulmonary functions in children with inflammatory bowel disease	Eur J Gastroenterol Hepatol			
		12	Society for Research, Prevention and Treatment of Atherosclerosis, Israel; Israel Heart Society; Israel Association of Family Physicians	Israel Society of Internal Medicine			
		13	Israeli guidelines for the treatment of hyperlipidemia – 2014 update	Harefuah			
		14	Proposed shift in screening for breast cancer--reply	JAMA			
		15	Precision medicine meets public health: population screening for BRCA1 and BRCA2	J Natl Cancer Inst			
		16	Population-based screening for BRCA1 and BRCA2: 2014 Lasker Award	JAMA			
Hagai Levine Senior Lecturer	Clinical epidemiology/Health promotion Environmental health; Life course epidemiology	1	Risk of germ cell testicular cancer according to origin: A migrant cohort study in 1,100,000 Israeli men	International Journal of Cancer	Department of Preventive Medicine, Mount Sinai NYC (Adjunct Assistant Professor) Hebrew University Center of Excellence in Agriculture and Environmental Health Hebrew University Ring Family Foundation for Atmospheric and Global Studies	Environment and Health Fund Fellowship	10
		2	Country of origin, age at migration, and risk of cutaneous melanoma: A migrant cohort study of 1,100,000 Israeli men	International Journal of Cancer			
		3	Secular trends of chickenpox among military population in Israel in relation to introduction of varicella zoster vaccine 1979-2010	Human Vaccines and Immunotherapeutics			
		4	Varicocele among 1 300 000 Israeli adolescent males: time trends and association with body mass index	Andrology			
		5	Urinary concentrations of environmental contaminants and phytoestrogens in adults in Israel	Environment International			
		6	Urinary concentrations of organophosphate pesticide metabolites in adults in Israel: Demographic and dietary predictors	Environment International			
		7	Postexposure Prophylaxis of Tick-Borne Relapsing Fever: Lessons Learned from Recent Outbreaks in Israel	Vector Borne Zoonotic Dis			
		8	First-Time Detection of *Mycobacterium bovis* in Livestock Tissues and Milk in the West Bank, Palestinian Territories	PLoS Negl Trop Dis			
		9	Demographic and dietary predictors of urinary bisphenol A concentrations in adults in Israel	Int J Hyg Environ Health			
		10	Time trends of viral meningitis among young adults in Israel: 1978-2012	Eur J Clin Microbiol			
		11	Feasibility and Acceptability of a Text Messaging Program for Smoking Cessation in Israel	J Health Comm			
		12	Smoking initiation among Israeli adolescents: A 24-year time-to-event analysis	Preventive Medicine			
		13	The Association between Post-Polio Symptoms as measured by the Index of Post-Polio Sequelae	Journal of Neurological Sciences			
		14	Urinary concentrations of polycyclic aromatic hydrocarbons in Israeli adults: Demographic and life-style predictors	Int J Hyg Environ Health			
		15	Differences in Autism Spectrum Disorders incidence by sub-populations in Israel 1992-2009: A total population study	J Autism Dev Disord			
		16	The impact of a national routine immunization program initiated in 1999 on HAV incidence in Israel: 1993 to 2012 surveillance	Eurosurveillance			
		17	Seroprevalence of measles, mumps and rubella among young adults, after 20 years of universal two-dose MMR vaccination in Israel	Human Vaccines and Immunotherapeutics			
		18	Seroprevalence of anti-HBs antibodies at young adulthood, before and after a booster vaccine dose, among medical personnel vaccinated in infancy	Vaccine			
		19	Neglect of skin wounds and the risk of becoming a *Staphylococcus aureus* nasal carrier: a cohort study	BMC Public Health			
		20	Toward a multi-country monitoring system of reproductive health in the context of Endocrine Disrupting Chemical exposure	European Journal of Public Health			
		21	Secular trends in 1,192 diarrheal outbreaks in the Israel Defence Forces between 1988–2011	Diaster and Military Medicine			
		22	Clinical and public health management of conjunctivitis in the Israel Defense Forces	Diaster and Military Medicine			
		23	Birth gap and the recurrence risk of autism spectrum disorders: A population-based cohort study	Research in Autism Spectrum Disorders			
		24	Phthalate exposure and semen quality in fertile US men	Andrology			
		25	Hypertension in late adolescence and cardiovascular mortality in midlife: a cohort study of 2.3 million 16- to 19-year-old examinees.	Pediatric Nephrology			
		26	Adolescent weight and height are predictors of specific non-Hodgkin lymphoma subtypes among a cohort of 2,352,988 individuals aged 16 to 19 years	Cancer			
		27	Intake of fruits and vegetables without high pesticide residues is positively associated with semen quality parameters among young healthy men	The Journal of Nutrition			
		28	Timing of prenatal phthalate exposure in relation to genital endpoints in male newborns.	Andrology			
		29	A "smoke free" medical campus in Jerusalem: data for action	Israel Journal of Health Policy Research			
		30	Body-Mass index in 2.3 million adolescents and cardiovascular death in adulthood	N Engl J Med			
		31	Risk of Hodgkin's lymphoma according to immigration status and origin: A migrant cohort study of 2.3 million Jewish Israelis	Leukemia & Lymphoma			
Orly Manor Full Professor	Epidemiology, Biostatistics; Social inequalities, Quality indicators; Methodology of Longitudinal studies	1	Association between number of children and mortality of mothers	Annals of Epidemiology	The Israel National Institute for Health Policy Research Health Inequalities Team, Caesarea Forum-The Eli Hurvitz Conference on Economy&Society	Academic Member Rector's List Teaching Award, Hebrew University	4
		2	Longterm efficacy of Paula method as compared with pelvic floor muscle training	Journal of Wound Ostomy Continence Nurs			
		3	Sex differences in risk factors for coronary artery disease and stroke in men and women	Heart Asia			
		4	Prenatal stress and affective disorders in a population birth cohort	Bipolar Disord.			
		5	Disparities in Assessments of Asthma Control Between Children, Parents &Physicians	Pediatric Pulmonary			
		6	Associations of Maternal Pre-pregnancy BMI &Gestational Weight Gain with Offspring BMI	Obesity			
		7	Genetic variation re- associations of maternal size during pregnancy & offspring cardiometabolic risk	Plos One			
		8	Explanatory factors for health inequalities across different ethnic groups: a national survey in England	Journal of Epidemiol Community Health			
		9	Prediagnostic self-assessed health and networks predict survival in older individuals with cancer	Journal of Geriatric Oncology			
		10	The association between post-polio symptoms and self-reported functional status	J Neurol Sci			
		11	Parental smoking during pregnancy and offspring cardio-metabolic risk factors	Atherosclerosis			
		12	Mortality, cancer incidence, and survival in parents after bereavement	Annals Epidemiology			
		13	Grand multiparity and reproductive cancer in the Jerusalem Perinatal Study Cohort	Cancer Causes Control			
		14	Children's diets, pesticide uptake, and implications for risk assessment; A Israeli case study	Food Chem Toxicol			
		15	Socioeconomic disparities in breast cancer incidence and survival among parous women: findings from JPS ccohort	BMC Cancer			
		16	Prostate cancer screening in Switzerland: 20-year trends and socioeconomic disparities	Prev Med			
		17	Parent-of-Origin Effects of the APOB Gene on Adiposity in Young Adults	PLoS Genet			
		18	Cohort Profile: The Jerusalem Perinatal Family Follow-Up Study.	Int J Epidemiol			
		19	Colorectal Cancer Screening in Switzerland:Trend in Socioeconomic Disparities	PLoS One			
Yehuda Neumark Associate Professor	Substance Abuse Epidemiology Epidemiology of alcohol/drug use ICT and health promotion among young adults	1	Online health information seeking among Jewish and Arab adolescents in Israel: Results from a national school survey	Journal of Health Communication	EU Addiction and Lifestyles in Contemporary Europe Reframing Addictions Project; ASPHER	Faculty of Medicine Prize for Outstanding Teacher, Hebrew University Rector's List of Excellence in Teaching, Hebrew University	2
		2	Alcohol abuse in developed and developing countries in the World Mental Health surveys: Socially defined consequences or psychiatric disorder?	American Journal on Addictions			
		3	Prevalence and determinants of resistance to use drugs among adolescents who had an opportunity to use drugs	Drug and Alcohol Dependence			
		4	Perceived Social Support at Different Times after Myocardial Infarction and Long-Term Mortality Risk: A Prospective Cohort Study	Annals of Epidemiology (in press)			
Ora Paltiel Full Professor	Clinical epidemiology; Cancer epidemiology	1	Antepartum membrane stripping in GBS carriers, is it safe? (The Strip-G Study)	PLoS One	Cancer Research Hub	Prize for outstanding research proposal on behalf of the Israel Yaakov and Leila Alter Fund	7
		2	Socioeconomic disparities in breast cancer incidence and survival among parous women: findings from a population-based cohort, 1964-2008.	BMC Cancer	Hebrew University Center of Excellence on Agriculture and Health InterLymph Consortium I4C International Consortium of Childhood Cancer Cohorts	Rector's list teaching award	
		3	Cohort Profile: The Jerusalem Perinatal Family Follow-Up Study	International Journal of Epidemiology			
		4	A large head circumference is more strongly associated with unplanned cesarean or instrumental delivery and neonatal complications than high birthweight.	American Journal of Obstetrics and Gynecology			
		5	Policy issues related to educating the future Israeli medical workforce: an international perspective.	Israel Journal of Health Policy Research			
		6	Birthweight and Childhood Cancer: Preliminary Findings from the International Childhood Cancer Cohort Consortium (I4C).	Paediatric and Perinatal Epidemiology			
		7	A randomized controlled study to determine the efficacy of garlic compounds in patients with hematological malignancies at risk for chemotherapy-related febrile neutropenia.	Integrative Cancer Therapies			
		8	The Use of Complementary Medical Therapies (CMT) by Israeli Patients Undergoing In Vitro Fertilization (IVF).	International Journal of Gynecolocy and Obstetrics			
		9	Respiratory hospitalizations of children and residential exposure to traffic air pollution in Jerusalem	International Journal of Hygiene and Environmental Health			
		10	CD68 staining correlates with the size of residual mass but not with survival in classical Hodgkin lymphoma.	Leukemia and Lymphoma			
		11	Prediagnostic self-assessed health and extent of social networks predict survival in older individuals with cancer: a population based cohort study.	Journal of Geriatric Oncology			
		12	Genetic variation in DNA repair pathways and risk of non-Hodgkin's lymphoma.	PLos One			
		13	Etiologic heterogeneity among non-Hodgkin lymphoma subtypes: the InterLymph non-Hodkgin Lymphoma Subtypes Project.	Journal of National Cancer Institute Monographs			
		14	Medical History, Lifestyle, Family History, and Occupational Risk Factors for Marginal Zone Lymphoma: The InterLymph Non-Hodgkin Lymphoma Subtypes Project.	Journal of National Cancer Institute Monographs			
		15	Medical History, Lifestyle, Family History, and Occupational Risk Factors for Diffuse Large B-Cell Lymphoma: The InterLymph Non-Hodgkin Lymphoma Subtypes Project.	Journal of National Cancer Institute Monographs			
		16	Hodgkin lymphoma patients in first remission: routine PET/CT imaging is not superior to clinical follow-up for patients with no residual mass.	British Journal of Haematology			
		17	Long-term efficacy of Paula method as compared with pelvic floor muscle training for stress urinary incontinence women: a 6-month follow-up.	Journal of Wound, Ostomy and Continence Nursing			
		18	Susceptibility loci associated with specific and shared subtypes of lymphoid malignancies.	PLoS Genetic			
		19	Validation of two behaviour-based pain scales for horses with acute colic.	The Veterinary Journal			
		20	A behaviour-based pain scale for horses with acute colic: Scale construction.	The Veterinary Journal			
Raanan Raz Senior Lecturer	Environmental health Environmental epidemiology	1	On the use of imperfect negative control exposures in epidemiological studies	Epidemiology	The Hebrew University Center of Excellence in Agriculture and Environmental Health The Autism Center of Hebrew University and Afiliated Hospitals	Returning Young Scientist fellowship, Environment and Health Fund Golda Meir Fellowship, The Hebrew University of Jerusalem	2
		2	Can height categories replace weight categories in striking martial arts competitions? A pilot study	Journal of Human Kinetics			
		3	Birth Gap and the Recurrence Risk of Autism Spectrum Disorders: A Population-based Cohort Study	Research in Autism Spectrum Disorders			
		4	Autism Spectrum Disorder and Particulate Matter Air Pollution before, during, and after Pregnancy: A Nested Case-Control Analysis within the Nurses' Health Study II Cohort	Environmental Health Perspectives			
		5	The effect of alpha-linolenic acid supplementation on ADHD symptoms in children: a randomized controlled double-blind study	Frontiers in Human Neuroscience			
		6	Differences in Autism Spectrum Disorders Incidence by Sub-Populations in Israel 1992-2009: A Total Population Study	Journal of Autism and Developmental Disorders			
		7	Red blood cell distribution width and the risk of cardiovascular morbidity and all-cause mortality. A population-based study	Thrombosis and Haemostasis			
		8	Vitamin D supplementation and physical performance in adolescent swimmers	International Journal of Sport Nutrition and Exercise Metabolism			
		9	Trends in statin therapy initiation during the period 2000-2010 in Israel	European Journal of Clinical Pharmacology			

		10	Vitamin D Concentrations and Physical Performance in Competitive Adolescent Swimmers	Pediatric Exercise Science			
Amir Shmueli Full Professor	Health Economics and Policy Health inequality; Economic evaluations Incentives in health markets	1	Preconditions for efficiency and affordability in competitive healthcare markets: are they fulfilled in Belgium, Germany, Israel, the Netherlands and Switzerland?	Health Policy	Risk Adjustment network (RAN)	The Hebrew University Rector's list of excellent teachers	2
		2	Local availability of physicians' services as a tool for implicit risk selection	Social Science & Medicine			
		3	Health [illegible] spending and interest payment: Israel and the OECD countries	Israel Journal of Health Policy Research			
		4	Cost effectiveness of baseline low-dose CT screening for lung cancer: the Israeli experience	Value in Health			
		5	Private and public patients in public hospitals in Australia	Health Policy			
		6	On the calculation of the Israeli risk adjustment rates	European Journal of Health Economics			
		7	Do rich Israeli wait less for medical care?	Israel Journal of Health Policy Research			
		8	Income-related inequalities in health and health services use in Israel	Israel Journal of Health Policy Research			
		9	Managed care in four managed competition OECD systems	Health Policy			
		10	Private finance of services covered by the National Health Insurance package of benefits in Israel	Israel Journal of Health Policy Research			
		11	Quality measures – an economist's perspective	Harefuah			
		12	Adherence to self-care behaviors among patients with type 2 diabetes- the role of risk preferences	Value in Health			
Chen Stein Zamir Senior Lecturer	Public Health, Child Health, Vaccines, Infectious Diseases Epidemiology, and Health Promotion	1	A cluster of invasive meningococcal disease revealed by the characterization of a novel serogroup B meningococcal clone.	Epidemiology and Infection			
		2	Pertussis in infants under one year old: risk markers and vaccination status--a case-control study.	Vaccine			
		3	Public Health Nurses Promoting Healthy Lifestyles (PHeeL-PHiNe): methodology and feasibility.	The Journal of ambulatory care management.			
		4	Characteristics of a large mumps outbreak: Clinical severity, complications and association with vaccination status of mumps outbreak cases.	Human vaccines and immunotherapeutics			
		5	Referral patterns of Israeli pediatricians of common primary care office procedures	Israel journal of health policy research			
		6	Association of HIV and syphilis seropositivity with transit stay in urban areas among Ethiopian immigrants to Israel.	The Israel Medical Association journal : IMAJ			
		7	The clinical features and long-term sequelae of invasive meningococcal disease in children.	The Pediatric infectious disease journal			
		8	Epidemiological and microbiological characteristics of an outbreak caused by OXA-48-producing Enterobacteriaceae in a neonatal intensive care unit in Jerusalem, Israel.	Journal of clinical microbiology.			
Ram Weiss Associate Professor	Metabolism and Nutrition	1	Evidence for early defects in insulin sensitivity and secretion before the onset of glucose dysregulation in obese youths: a longitudinal study	Diabetes	Former head (current member) of the childhood obesity task force of EASO Head of Israeli national task force for the prevention of childhood obesity		7
		2	Roux-en-Y gastric bypass vs sleeve gastrectomy for obese patients with type 2 diabetes: a randomised trial	Diabetologia			
		3	Do rapid BMI growth in childhood and early-onset obesity offer cardiometabolic protection to obese adults in mid-life? Analysis of a longitudinal cohort study of Danish men	BMJ open			
		4	Baseline Abdominal Lipid Partitioning Is Associated with the Metabolic Response to Bariatric Surgery	Obesity Surgery			
		5	The Ethics of Childhood Obesity Treatment	Obesity Facts			
		6	A low disposition index in adolescent offspring of mothers with gestational diabetes: a risk marker for the development of impaired glucose tolerance in youth	Diabetologia			
		7	Glucose effectiveness in obese children - relation to degree of obesity and dysglycemia	Diabetes care			
		8	Differences in the triglyceride to HDL-cholesterol ratio between Palestinian and Israeli Adults	PLOS ONE			
		9	Nutritional deficiencies after sleeve gastrectomy: can they be predicted preoperatively?	SOARD			
		10	Predictors of hypoglycemia in the ASPIRE in home study and effects of automatic suspension of insulin delivery	J Daibetes Science Technology			
		11	How are children with HIV faring in Nigeria? - a 7 year retrospective study of children enrolled in HIV care	BMC pediatrics			
		12	Hypoglycemia Reduction and Changes in Hemoglobin A1c in the ASPIRE In-Home Study	Diabetes Technology and Therapeutics			
		13	Childhood Obesity Is a Chronic Disease Demanding Specific Health Care	Obesity Facts			
		14	Type 2 diabetes Mellitus	Nature Disease Primer			
		15	Nonalcoholic Fatty liver disease and type 2 diabetes in obese children	Curr Diabetes reports			
		16	Effect of Roux-en-Y gastric bypass on beta cell function	Diabetes			

D. Please list cooperation activities by department members both in Israel and abroad.

Braun School investigators have established numerous collaborations with scientific partners at key institutions in Israel and world-wide. Collaborating institutions include, but are not limited to, universities, hospitals, healthcare providers (including all four in Israel), national institutions (e.g. the IDF and the National Insurance Institute), non-governmental organizations and governments. Collaborating researchers come from various disciplines including many branches of medicine and public health, pharmacy, life sciences, veterinary science and agriculture, chemistry, computer science, statistics, geography, environmental studies, economics, and management. Among the substantive areas researched by School investigators and their collaborators are pediatrics, cancer, reproductive, and perinatal medicine; obesity, autism, cardiovascular diseases, environmental health, genetics, community medicine and quality of care.
Local partnerships have been created with Israeli universities as well as many hospitals, notably the HUJI-affiliated HMO and Shaare Zedek, Jerusalem.
Internationally, School investigators collaborate with scientists from numerous countries, including USA, Canada, UK, Germany, Switzerland, Denmark, France, Singapore, and Australia, as well as with scientists from the Palestinian Authority. Many collaborating institutions are top-ranked internationally, including Harvard, Columbia, Cornell, Johns Hopkins, Mt. Sinai, University of Washington, Yale, Einstein College of Medicine, NYU, and Rutgers; and beyond the USA: University College London, London School of Hygiene and Tropical Medicine (UK), McGill University (Canada), the Karolinska Institute (Sweden), the University of New South Wales (Australia) and the École polytechnique fédérale de Lausanne (Switzerland). As mentioned, a collaborative project is underway investigating health worker migration from the Western Balkan region (Macedonia, Albania, Serbia, Kosovo), funded by the University of Fribourg, Switzerland.
School investigators are also active members in several large international consortia investigating the epidemiology of non-Hodgkin lymphoma (InterLymph), childhood cancers (I4C), addiction, human reproductive health and global environment network (HURGENT) and the genetics of Ashkenazi Jews. International research collaborations bring together investigators creating and working with ‘big data’, such as The Cohorts for Heart and Aging Research in Genomic Epidemiology (CHARGE) Consortium.
Overall, faculty members in the Braun School are heavily interconnected with the local and global scientific and medical communities, collaborating with scientists from a wide range of disciplines on studies at the frontier of public health and its branches.

E. Please detail the research infrastructure of the study program: research laboratories, research centers, specialized equipment and budget for maintenance (level and sources of funding).

The School of Public Health is located at the HUJI-HMO Ein Kerem campus in Jerusalem. The campus has an extensive network of research laboratories, including the Institute for Medical Research Israel-Canada, and the Hadassah Medical Center. Multiple research centers and research hubs exist on campus, as well the Berman Medical Library and a biotechnology park. Together, they form a critical mass of basic scientists, clinicians, and population scientists and facilities, contributing to numerous successful within-campus collaborations.

The main body of the School’s research space is located in building #23 (HMO), where we share a single floor with the School of Nursing. The Department of Health Management and Economics, and Family Medicine Unit are located on the mezzanine floor of the main faculty building (#4). In those

two locations are found the School's front offices, offices for faculty members and research students, and shared facilities such as seminar rooms. Maintenance of the office space is provided by HUJI and HMO.
The Department of Nutrition and Human Metabolism is located on the second floor of Building #4. It comprises three labs, seven laboratory rooms, and the offices of active and emeritus faculty members, associates and doctoral students. Two of the labs are typical biology laboratories and include work benches, chemical and biological hoods, centrifuges, real time PCR devices, HPLC devices, spectrophotometers, luminometer, microscopes (inverted and phase), sonicators, and incubators, among other equipment. The third is oriented towards clinical research and includes body composition analysis devices, infusion pumps, and real-time glucose monitoring equipment. Maintenance of the dedicated equipment is paid for by research grants of the respective investigators.

Offices for Braun School research staff are fully furnished and equipped, including wired and wireless connections, phones, and computers. Computing equipment is generally paid for by the investigators' own grants, and support is provided by HUJI's computing authority or HMO. A dedicated data management center has multiple computers networked in a separate locked office, dedicated to data collection and maintenance. Additionally, School researchers enjoy access (currently free of charge) to a state-of-the-art computer cluster located in, and maintained by the School of Computer Science (current capacity: 52 nodes of 16 cores each).

Available equipment includes modern essentials for epidemiological field work (e.g., mobile equipment for home visits). Additional equipment exists in the Genetic-Epidemiology laboratory, housed in the "international" building. This unit maintains a basic laboratory for the initial processing of blood samples (i.e. separation of sample into aliquots of washed red blood cells, buffy coat, sera and plasma) and freezing of stored samples in –80oC freezers. Facilities also exist for genomic DNA extraction and plating as well as for screening for polymorphisms in candidate genes. Twenty one additional freezers (-20C and -80C degrees) are scattered throughout the campus in HMO and HUJI buildings and maintained by School researchers. The biological samples stored in these freezers are a valuable research resource. Freezers are of various ages, some requiring considerable maintenance.

In addition, several of the epidemiology research groups work closely with HMO's Laboratory of Molecular and Biochemical Genetics. The laboratory is well equipped for molecular diagnosis and clinical and population of research. The equipment was partly paid for by Braun School researchers and is maintained by HMO. In addition to the basic equipment, the laboratory has additional state-of-the-art molecular biology instruments, to which the School's researchers have access. Laboratory work is also performed in the Hematology laboratory. Finally, additional equipment is available through an interdepartmental core facility located on the entrance level floor of the main Medical School (Building #4) building. Some laboratory work for specific projects is outsourced. Questionnaire surveys are conducted "in house" or occasionally outsourced to companies specialized in administering telephone interviews.
It is important to note that our research infrastructure includes the extensive national databases maintained by Israel's non-academic bodies such as the Cancer and Population registries, National Health Insurance Database, Census etc., which our researchers frequently access and utilize.

F. Is there a commercialization unit in the institution? Briefly describe its function:

number of patents registered and where have they been registered. What is the intellectual property policy of the institution in relation to the specific department?

Reflecting our affiliation with both HUJI and HMO, some Braun School academic appointments are HUJI appointments and some HMO appointments. Both institutions have technology transfer companies.
'Yissum' is HUJI's technology transfer company, responsible for marketing the inventions and know-how generated by the University's renowned researchers and students. Yissum (http://www.yissum.co.il/) has granted more than 880 technology licenses and is responsible for commercializing an array of successful products that generate over $2 billion in worldwide sales every year. The University's range of intellectual property spans many fields, some of which are relevant to the faculty of the School, such as medicine and pharmaceuticals, agriculture and nutrition, water and environmental technologies, and more.
HMO established 'Hadasit', its business arm, in 1986 as the vehicle for commercialization of medical technologies developed at HMO's hospitals. Hadasit has been "investing in turning ideas into viable products and services for the benefit of humanity". Hadasit (http://www.hadasit.co.il/) has the exclusive rights to all HMO's innovations and inventions Hadasit's portfolio today includes over 170 families of active patents that have yielded numerous medical and commercial breakthroughs.
Both institutions have strict IP policies to which all HUJI and HMO researchers, including those of the School, are bound. The number of patent applications led by members of the School within the last three years is 8. These were registered to the US patent office as well as via the international Patent Cooperation Treaty (PCT) mechanism.

G. Which journal ranking does the department relates to when evaluating faculty publications? If the department or institution has its own scale (not international) or another method for evaluating (e.g. peer review) please provide a brief description (and the ranking list if exist).

We use the International Scientific Institute (ISI) ranking system.

H. In summary, what are the points of strength and weakness of the research?

Strengths:

• Our School can boast a very strong track-record in obtaining external research support, and producing high quality publications.
• The breadth of research activities in the School, from the social/cultural to the molecular level are particular strengths, representing a source of pride for both parent institutions. Our scientific work spans cutting-edge molecular and genetic epidemiology, environmental health, clinical epidemiology, quality of care, health economics, population-based studies of social and cultural determinants of health, as well as evaluation of public health interventions.
• The School is particularly strong in epidemiology, with important contributions in the fields of cardiovascular, cancer, environmental and life-course epidemiology. A variety of longitudinal studies have uncovered important associations between early and mid-life experiences and subsequent outcomes. The Jerusalem Perinatal Study is a valuable research resource, providing data for students as well as faculty-initiated studies.
• Research in critical areas addressing the organization, prioritization, financing and delivery of effective health services and strategies for resource allocation has a major impact on Israeli policy-

makers.
• A key focus is on the quality of healthcare both in the hospital and the community. The National Quality Indicators Program provides important data for health promotion, and policy development, as do other sources such as the Healthy Cities Network community health surveys.
• The development and evaluation of programs related to control and prevention of infectious diseases including HIV, sexual and reproductive health, health promotion including smoking cessation, and vaccines represent an important sphere of activity.
• Our research entails the use and development of advanced statistical methods, including user-friendly online programs for epidemiologic analysis (developed by an emeritus) and methods for analysis of multi-source data, handling of missing data and issues in sampling methodology, and use of digital technologies.
• Our faculty members have forged strong national and international collaborations, including with top-tiered institutions.

Weaknesses:

• The major identified weakness is the small size of the School’s core research faculty with a lack of critical mass in some areas.
• School resources are limited in providing support personnel, eg programmers/ statisticians, and student scholarships.
• Research facilities are scattered throughout the campus.
• The multidisciplinary nature of our research, viewed above as a strength, can also pose a challenge, particularly in a small academic setting such as ours wherein the required broad expertise is not always readily found. Collaborations with local, national or international colleagues overcome some of this deficit, but a larger research team in the School (i.e., more academic appointments) is the appropriate and needed solution.
• A "tension" exists between the basic science focus of the Faculty of Medicine and our School's public health approach. Occasionally, our scientific efforts and outcomes (e.g., publications in top-ranked public health journals, yet with relatively low impact factors) are perceived as not fully appreciated by our laboratory-based colleagues. Assessment (eg for promotion) by basic science colleagues, may lead to undervaluing of our academic achievements. Our research endeavors would benefit greatly from closer ties with scientists in the Medical Faculty and HMO's clinical departments. More effort is needed on all sides to make this happen.

Chapter 6 – Infrastructures

A. Location: the campus where the study program is taught (does the institution operates on a number of campuses). If the study program is offered on more than one campus, is the level of the program uniform on different campuses, and what measures are taken in order to ensure this?

The School is located in the picturesque south-west corner of Jerusalem on the Hebrew University-Hadassah Faculty of Medicine Ein Kerem Campus - one of HUJI's six campuses. The campus houses four of the Faculty of Medicine's five schools - Medicine, Pharmacy, Nursing, and Public Health (the School of Occupational Therapy is located on the Mt. Scopus campus), the Faculty of Dentistry and the Hadassah Ein-Kerem Hospital. The campus offers an environment where preclinical and clinical personnel interact to facilitate innovative approaches to research, education and health care delivery.

Some of our study programs are joint-programs in collaboration with other HUJI faculties or schools, and involve teaching activities on other campuses. The MHA is a joint-program with the School of Business Administration (Mt. Scopus campus), the MVPH is a joint-program with the Koret School of Veterinary Medicine (in the Faculty of Agriculture, Rehovot campus) and the Environment and Health Specialization within the MPH is offered jointly with the Advanced School of Environmental Studies (Edmond J. Safra campus). Students in the joint-programs learn at least one year of the core curriculum at the School. All courses and programs, regardless of their location, meet HUJI's rigorous academic standards and undergo the same close supervision by the School's Educational Committee. There is ongoing communication between School staff and faculty members from our partner faculties.

B. Where the unit is physically located in the institution, in which building, and where does the study program under evaluation operate? Do other study programs share the building?

From its earliest days, as it developed from the amalgamation of Hadassah and HUJI departments/units, the School has been divided physically/geographically into several areas on campus.

The main facility is situated on the Mezzanine floor of Building #23 (Hadassah) and houses offices of the School Director, School Secretary, faculty members (including 2 emeriti), technical staff, pre-and post-doctoral students, the IMPH Program office and classroom, three research rooms, two conference rooms (one large and one small), an auditorium (shared with the School of Nursing), and a kitchenette. The Hadassah Quality and Safety Unit is located in offices nearby.

The Department of Health Policy, Management, and Economics and the Family Medicine Unit are situated together on the "Mezzanine" floor of Building #4 (HUJI). This area includes the offices of six School faculty members, the Student Affairs Secretary, three offices of the Family Medicine Unit, space for PhD students, space for of the National Quality Indicators program, a small conference room, and a kitchenette. The area is in dire need of renovation. Students in the Israeli MPH program attend many lectures and seminars in a hall situated adjacent to this area.

The Department of Nutrition and Human Metabolism (1st floor of Building #4), comprises several

labs, seven laboratory-support rooms and the offices of one faculty member, two emeriti, one technical staff person, and PhD students.

The office of Prof. Emeritus Richter is located elsewhere on the Mezzanine floor of Building #23.

Prof. Friedlander's laboratory is situated in the "International Building" basement.

C. Describe the overall physical infrastructure that serves the unit and the study program under evaluation. Please refer to classrooms, computerization, administrative and academic faculty offices; to what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

The physical plant of the Braun School includes:

• 39 Offices:
24 in Building #23 (Hadassah) – in 3 separate areas on "Mezzanine" floor. This is a new complex built just over ten years ago.
• 15 in Building #4 (University) – 10 on "Mezzanine" floor and 5 on 1st floor. 8

Labs:
7 in the Department of Human Metabolism & Nutrition
1 in the International Building (Prof. Yechiel Friedlander)

• 1 Classroom:
Room #18 in Building #23. This is the main venue for teaching the IMPH program.

• 3 Conference/Meeting Rooms:
Room #69 in Building #23
Room #19 in Building #23
Room #14 in Building #4

• 1 Auditorium:
Room #3 in Building #23 – jointly with the School of Nursing

Classes on campus are held in one of 17 large lecture halls and 18 seminar rooms in the Faculty of Medicine. There are a limited number of lecture halls and classrooms able to accommodate more than 60 students. The construction of several seminar rooms in the last decade has greatly facilitated small group-teaching on campus. All the halls and classrooms are furnished with computers connected to the HUJI intranet and to the Internet network with computerized projectors. Video or DVD machines, as well as slide and overhead projectors, whose use is gradually diminishing, have been removed from most halls. All classrooms are connected to the wireless network allowing students to connect to the Internet via their laptop computers and mobile devices. IMPH students are offered the use of a laptop for the academic year.

Unlike the IMPH program which has a dedicated classroom, students in the Hebrew-language programs study in various lecture halls and classrooms throughout the campus. The lack of dedicated classrooms for the Israeli programs creates delays and disruptions in class-starting times, especially in light of their tight course schedule. The distance between Room #18 and the classrooms in which Israeli program students have their lectures hinders interaction between these

groups. The programs do however come together for School seminars which are held on alternate weeks in English, enabling the participation of both groups.

Currently, there is a severe shortage of space for research students in both buildings #23 and #4.

Students have access to all HUJI facilities on all campuses. The two other HUJI campuses in Jerusalem have fully-equipped modern sports and physical fitness centers. These facilities are available to students (although membership fees are relatively high for students living on a stipend). Plans to build a sports complex on our campus have yet to materialize and this is a major drawback for the Faculty of Medicine, and for workers and students on the Ein-Kerem campus. The campus is nestled within beautiful green hills surrounding Ein-Kerem. However, there is a scarcity of green space within the campus itself. Initiated by our School, the Ein Kerem campus was the first in Israel to be smoke-free. HUJI has declared itself a health-promoting university (with input and encouragement from our teachers and students), however, as noted, lack of sports facilities and challenges regarding bicycle and pedestrian access to the Ein Kerem campus limit the applicability of this worthwhile goal.

There is ample choice of food kiosks, cafeterias and restaurants on campus, where nutritious items can be purchased. There is a book store located on campus as well as a shopping mall complex (attached to Hadassah).

D. Laboratories: what laboratories serve the program, who uses them, how are they equipped, and how many seats do they have?

The Teaching Services Unit of the Faculty of Medicine has at its disposal teaching laboratories for histology, pathology, physiology, pharmacology, microbiology and anatomy. All laboratories contain the required standard and specialized laboratory equipment, computers and computerized projectors, as well as individual microscopes. However, these laboratories are rarely, if ever, used by students in our study programs.

The main Faculty of Medicine Computer Laboratory (with over 200 computer terminals) is open from 08:00-22:00 Sunday through Thursday (in accordance with HUJI and national schedules). Computer support/advisory staff are available during operating hours and online through the University’s web-links. Additional computing facilities are available in the medical library and in other venues throughout the campus. We use these facilities for collective teaching of statistics and programming.

The proximity of the School to a tertiary medical center allows easy access to patients and clinical infrastructure such as examination rooms, imaging and clinical laboratory, etc. The latter are occasionally used by School investigators for research purposes.

Faculty and students also have access (currently free of charge) to a state of the art computer cluster located in and maintained by the School of Computer Science and Engineering at HUJI at Edmund Safra/Givat Ram campus. The current computing capacity is 52 nodes of 16 cores each.

A total of 21 freezers (-20o and -80o degrees) are maintained by Braun School researchers (and purchased through their research grants). The biological samples stored in these freezers are a valuable resource that is used by many members of the Braun School and the Medical Faculty. All the freezers are in good working condition and although some require frequent maintenance. These freezers are scattered in a number of locations throughout the campus in Hadassah and HUJI

buildings, and the School lacks dedicated allotted space for this equipment. Construction and maintenance of a central freezer room would enhance the efficiency of upkeep and thereby ensure the long-term preservation of the frozen biological material. This infrastructure is relevant for students involved in studies utilizing bio-banked samples.

The Department of Human Nutrition and Metabolism runs a lab with HPLC-ECD, table-centrifuge, PCR, western blots, and other equipment supported by their own research funds.

A. Describe the library including computerized databases which serve the students and teaching staff of the study program, its strengths and weaknesses.

The Berman Medical Library is located on campus, in close proximity to the School. The library serves students, researchers and the clinical academic staff of the hospital. As the central library of the nationwide medical library network, it has the largest medical and paramedical collection in Israel, including approximately 60,000 book titles and 5,000 periodical titles (some ½ million volumes) and supplies interlibrary loan services to approximately 80 academic, research, public and private medical institutions throughout the country. The library benefits from the cooperative purchase of electronic journals via the Consortium of Israeli Universities (Malmad) so that users have access to approximately 7000 current electronic journals in the fields of medicine, health sciences and life sciences. Over the last few years a number of digital archives have been purchased. The library is open and staffed until 22:00 most evenings. Library facilities include learning rooms for small groups, quiet rooms and a breastfeeding room. Students in the Braun School receive introductory information sessions to familiarize them with the library physical plant and bibliographical tools and resource.

Advances in information technology require on-going updating of equipment, software and staff expertise. This is especially important in our field which requires expertise in state-of-the-art medical information search and analysis tools, such as for systematic review and meta-analysis. Continuous investment in updating the library is necessary to offer students and researchers full and easy access to the myriad sources of medical and health information.

HUJI provides an excellent service with regard to learning resources and libraries. In addition to libraries on each of the three University campuses in Jerusalem, the National Library is situated on the Edmond J. Safra campus. All resources can be accessed electronically through online web-links. Free orientation sessions are offered in each library throughout the academic year.

Modern computing facilities are available to students in the computer-farm located at the Forscheimer student center, in the many computer-rooms located in the building of the library of medicine, and in computer classrooms in various locations on campus. All these facilities are fully equipped with multi-media and networking resources. Using this public computing system allows the students to access through the faculty of medicine website and the EDUportal (the online-learning portal), the general medical databases and the in-house developed digital video library installed on the VOD server of the Hebrew University. Wired and wireless communication infrastructure was installed to integrate laptop computers and other mobile devices (tablets, smartphones) in the E-learning process. Hundreds of communication ports and power outlets in lecture halls and other locations on campus have been installed, and the wireless network covers most of the campus area.

The Faculty of Medicine website serves as the information site advertising all faculty activities and public information pertaining to both research and teaching

(https://medicine.ekmd.huji.ac.il/en/home/pages/home.aspx). This site is also the single access point for students, faculty and staff to access all available network resources, applications and tools.

This convergence of the internet and intranet is organized around the concept of a "Portal". In the Faculty of Medicine's portal, the resources and information made available to the viewers depends on their status; all external, non-authenticated users see the same website while authenticated users will each have access to a broad range of tools and resources for teaching, research or administrative uses. These include tools for the daily management of research labs, Learning Management System, knowledge and data management. The continuous use of the site by faculty and staff, for their daily needs, guarantees a high awareness of the necessity to update constantly the content and information.

The EDUportal: The learning and teaching portal was developed to combine the various communications technology tools that exist today. Every student and teacher logs in to his/her individual portal. The portal offers access to all the courses for which the student is registered (or being taught by the teacher), the student's or faculty member's email, and all the instruments for interactive communication with teachers and peers. The student can view the content of the lectures, work with the interactive learning tools, submit exercises and respond to surveys. The system of shared files allows the teacher and student, or groups of students to work simultaneously while interacting amongst themselves on joint documents and on various computerized applications. The organization's electronic mail server (Exchange) enables students to manage their personal email system from their own portal allows for the use of advanced communications and an electronic scheduler amongst students and teachers in a given course.

The same infrastructure used for the development of the EDUportal, is now used as the basis for other portals including the research portal for the routine management of research labs (as described above), and the administration and committee portals of the Faculty.

The Faculty's computing facilities are also used for online registration to our various teaching programs, and permit easy follow up of submitted and missing required documents.

B. Accessibility: Do the institution and the study program take steps to enable the convenient access of the students with special needs to the study material and the different facilities, e.g. classrooms, laboratories, library? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

The Hebrew University has taken the required steps to enable access of those with special needs to all parts of its various campuses. The Israeli law requires service providers to provide adequate access to people with disabilities. While this law is to be implemented between 2014 and 2018, the Hebrew University has acted long before to make its campuses, including the Ein-Kerem medical campus, accessible to all. Similarly, the Hadassah Medical Organization also protects the rights of people with disabilities and provides wheelchair access to all parts of its hospitals.

The shortage of parking spaces hinders accessibility for both students and faculty, even those without handicaps. The campus is served by three municipal bus lines, including one that travels between campuses but travel from campus to campus is time-consuming, effectively limiting the choice of courses and electives for HUJI students, and creating a burden for MHA students for instance, who take many of their management courses in the Mount Scopus Campus. Travel to

university campuses is not easily achieved by public transportation from outside the city. Access to the Ein Kerem campus will improve when the inter-city train link to Jerusalem is completed and the light-rail train will reach the campus, within the next few years.

C. In summary, what are the points of strength and weakness of the physical infrastructure?

Strengths:

• Being nested within the Faculty of Medicine and the Hadassah University Hospital, the Braun School and its students benefit from a well-developed teaching and research infrastructure and unique opportunities for interactions.
• The classrooms and computer laboratories are, for the most part, modern and meet the students' needs.
• The Teaching Services Department is accessible, available and helpful.
• The library is excellent, including on-line access and support.

Weaknesses:

• The School's physical dispersion throughout the campus hinders the functioning of the School as a cohesive, unified academic institution. The office space in building #4 is in need of renovation.
• The lack of space for research students limits close interactions with students.
• This distance between classrooms for IMPH and Israeli-program students is one factor that limits interaction between them.
• The number of large classrooms on campus is limited.
• There is no consolidated space for research equipment, freezers or other laboratory facilities for public health researchers.
• On-campus parking and public transportation from outside the city are problematic
• Despite the "health-promoting" aspirations of the campus and the University, the lack of a sport facility/gym complex, the lack of green space, and difficulties accessing the campus by foot or bicycle are drawbacks for the Faculty and the School and contradict some of the Public Health messages our School tries to convey.

A. Is there a need for facilities that can serve the evaluated field on a national level, such as unique labs, research centres, libraries etc. and if so, please describe the need and the added value for their development on a national level.

There is an urgent need for a national Environmental Health Laboratory in Israel for environmental exposure assessment. Specifically, there is pressing need for a Human Biomonitoring lab for the measurement of environmental contaminants in body fluids samples, allowing exposure assessment. Currently, Israeli researchers, including researchers from our Center of Excellence for Agriculture and Environmental Health, rely on laboratories overseas, which are costly and have long turnaround times. The lack of a national reference laboratory hampers our ability to fully study the impact of the local environment on health of Israelis, for both research and policy purposes.

Israeli residents are issued a unique identity number at birth or upon immigration. As we face the data revolution globally, we have an exceptional opportunity in Israel to study determinants of health and disease, based on health and administrative data collected that can be linked via this

unique identifier. Already two of the health maintenance organizations have established research facilities to tap into this potential, using a “big data” or data-mining approach. An infrastructure that would allow safe and comprehensive data-linkage from a number of sources and registries would result in significant gains in our ability to understand determinants of health. A national health data warehouse, using appropriate ethical guidelines, would aid both researchers and health authorities in achieving this goal.

As noted, the National library services are free and accessible to HUJI researchers and students alike.

B. Operating national infrastructures: how accessible are the services (prices, enrolment, usage, etc.)?

National sites for Public Health field experience: Public health training could greatly benefit from a real-life practicum. Multiple facilities and programs such as school health, mother-child health, district health offices, veterinary services, disaster preparedness, etc. are in place in Israel. Currently, the MPH, MHA and IMPH programs do not include a practicum as part of their curricula. The IMPH curriculum includes site visits to a number of public health facilities, however these visits are short and do not provide opportunities for hands-on experience. The Integrative Workshop (for non-thesis track MPH students) provides some opportunity for students to get acquainted with “the field”, however it does not provide sufficient practical exposure. We believe that all schools of public health would benefit from the development of standardized practicum training protocols for public health trainees throughout Israel, with a centralized, approved and organized list of sites and opportunities for trainees.

This resource could match students to appropriate sites. A contractual relationship between public health programs and agencies such as the Ministry of Health with clear learning objectives and outcomes, pricing and insurance regulation would be required to establish this living “public health laboratory”.

Nation-wide courses: The number of Israeli students interested in advanced public health training is small, relative to the rapidly growing number of training programs in public health in Israeli universities and colleges. Greater inter-institution collaboration should be fostered toward development of joint courses, particularly in advanced and specialty areas.

Chapter 7 - The Self-Evaluation Process, Summary and Conclusions

Please describe the way that the current Self-Evaluation process was conducted, including methods used by the parent unit and the department/study programs in its self-evaluation process, direct and indirect participants in the process etc. What are your conclusions regarding the process and its results?

The Self-Evaluation process built on the experience gained from two previous similar efforts conducted in 2013 and 2014. The Rotem Report, the School Development Plan for 2013-2020, was prepared as part of the Hebrew University's "Renewal Plan-2020". The then School Director, Yehuda Neumark, appointed a Development Plan Committee whose members were tasked with meeting with faculty members and staff to collect information, collate responses and prepare the report. A draft report was presented to School members for consideration and comments. The report was then submitted to the Faculty of Medicine for review. The findings and recommendations of the Rotem Report (Appendix 4.4) were considered in discussions for this self-evaluation.

The second evaluation, conducted in 2014, was required for accreditation by the Association of Schools of Public Health European Region (APHEA). Numerous meetings and consultations were held with faculty, teaching and administrative staff regarding research, teaching, infrastructure, administrative support, etc. The rigorous and successful accreditation process included a site-visit by an APHEA team [Profs. Laurent Chambaud-Paris (Chair), Fred Paccaud-Lausanne, Selena Grey-Bristol, and Mr. Julien Goodman (Director APHEA)] who met with University representatives, external stakeholders (including the Ministry of Health), academic faculty, administrative staff, donors, students and alumni. Documentation and data prepared for the APHEA evaluation (see Accreditation document and letter of approval - Appendix 4.1-4.3) were updated and recommendations carried forward into the current document.

For the current report, the School Director appointed teams (see list below) to assume responsibility for each chapter. Each team leader coordinated with team members to collect the required information within School documents or from sources in the Faculty, HMO and HUJI etc. This process occurred in stages. Notable in this self-evaluation is outreach to alumni and teachers via surveys. Also notable in the current document is the additional material on HMO, the School’s second Parent Unit. The School Director felt obliged to include information on HMO’s structure as well as its relationship with the School. An administrator (Edna Jospe-Perez) increased her time commitment by 20% on approval of the Faculty of Medicine, in order to coordinate this effort. The School Director coordinated and orchestrated the process, established deadlines, set semantic and format uniformity, edited all final drafts, and assumed responsibility for the veracity and coherence of the final document. Progress meetings were held with team leaders and drafts were circulated for comments.

The document could not have been produced without the cooperation and goodwill of all staff and faculty members. Given this was the third self-evaluation in as many years, the considerable efforts and time committed to completing this process by all School members are not to be undervalued. However, the School Director, team leaders and staff gained insight into the School’s structure and functioning, and viewed this group-strengthening process positively. We expect that the preparation, dissemination and evaluation of this document will serve to address the School's objective existing

challenges. It is our sincere hope that tackling issues raised in this document will enhance the School's achievements and strengthen its long-term sustainability.

Describe the consolidation process of the Self-Evaluation Report, including its preparation and final approval (including a description of the contributions of staff members to the process).

As noted, members of the School's administrative and academic staff were divided into teams (see table below). The School Director coordinated the effort, aided by Edna Jospe-Perez, our administrator.

Input from the Parent Units (HMO and the Faculty of Medicine) and the Institution (HUJI) was organized via the office of the Rector, the Dean and Associate Dean of the Faculty of Medicine, with major input from Prof. Shlomo Sasson, the vice Dean for Research for the Faculty of Medicine who was also responsible for preparing the self-evaluation report for the Medical School (in 2014). Professor Barak Medina read the report and provided comments as well as input into the executive summary and this chapter. Substantial input was also provided by Mirit Stav-Mevorach who is responsible for teaching services in the Faculty. Prof Zeev Rotstein, HMO's CEO, charged Prof. Avi Israeli and Shoshanah Kahan with providing information on behalf of HMO. Professor Israeli read and commented on the report.
The administrative complexity of the School (with two Parent Units) and multiple study programs required numerous modifications in the CHE on-line submission format.
All sections written by the various teams were submitted to the School Director who made suggestions and edits. A number of iterations were required in order to produce a draft of each chapter. Chapters were then circulated among all team leaders for comments which were consolidated by the School Director into a final draft. The final drafts were sent to the Dean of the Faculty of Medicine and office of the Rector (Prof. Barak Medina, appointed representative)r, as well as to Prof. Avi Israel (as HMO's representative) for comment and approval.

Section: General
Responsible Unit: School, Parent Unit, Institution
Team Leader: School Director wrote Executive Summary
Input: Barak Medina (HUJI), Abraham Israeli (Hadassah)

Section: Background
Responsible Unit: Institution
Team Leader: HUJI Rector's office

Section: Parent Unit
Responsible Unit: Faculty of Medicine; HMO
Team Members: Shlomo Sasson, Ora Paltiel, Shoshana Kahan, Abraham Israeli

Section: Chapter 1 - Study Programs
Responsible Unit: School
Team Leader: Yehuda Neumark
Team Members: Ronit Calderon-Margalit, Ronit Sinnreich, Yasmine Ozana

Section: Chapter 2 - Teaching and Learning Outcomes

Responsible Unit: School
Team Leader: Yehuda Neumark
Team Members: Ronit Calderon-Margalit, Ronit Sinnreich, Yasmine Ozana

Section: Chapter 3 - Students
Responsible Unit: School
Team Leader: Orly Manor
Team Members: Hagit Hochner, Ronit Sinnreich, Yasmine Ozana, Reut Kramer

Section: Chapter 4 - Human Resources
Responsible Unit: School
Team Leader: Ora Paltiel
Team Members: Maureen Malowany, Edna Jospe Perez, Rachel Cohen

Section: Chapter 5 - Research
Responsible Unit: School
Team Leader: Yechiel Friedlander
Team Members: Shai Carmi, Ram Weiss, Maureen Malowany

Section: Chapter 6 - Infrastructure
Responsible Unit: School
Team Leader: Hagai Levine
Team Members: Amir Shmueli, Dafna Bibi

Section: Chapter 7 - Self-evaluation process
Responsible Unit: School
Team Leader: Ora Paltiel
Team Members: Maureen Malowany
Input: Barak Medina (HUJI), Abraham Israeli (Hadassah)

Section: Appendices
Responsible Unit: School
Team Leader: Edna Jospe-Perez
Team Members: Shelly Abulof, Ronit Sinnreich, Ora Paltiel

If a mechanism/structure has been decided upon for the future treatment of weaknesses that were highlighted by the self-evaluation activity, please specify it while referring to those within the institution who would be responsible to follow up on this activity. Please refer to the question: how do the institution and the parent unit intend to deal in the future with quality assessment and its implementation?

School Level:
The School director will engage School committees and mechanisms to implement changes within the School's control, as we did following the Rotem Report and APHEA accreditation procedure (eg. Initiating the one-day-a-week program, MVPH etc.). The School looks forward to institutional evaluation of this document. We are willing and eager to engage with all parties to discuss steps forward to address weaknesses that require institution-level decisions and implementation.

University Level:

The Hebrew University's Academic Policy Committee, whose members include the President, the Rector, faculty members elected by the Senate, and non-faculty members, will thoroughly discuss the School's self-evaluation report, along with the Evaluation Committee's report. The Committee will recommend the University's leaders, the Dean, and the School proper actions to improve weak aspects. The Office of Academic Evaluation, which operates at the Rector's Office, is responsible for working with the unit on implementing the recommendations set by the Academic Policy Committee, and providing timely reports on the progress in implementing a unit's strategic plan.

HMO:
It is hoped that Hadassah representatives will take part in this assessment together with the University. In any case, Hadassah Medical Organization's management will also examine the self-evaluation report and Evaluation Committee's report and will consider necessary action.

Is the full Self-Evaluation Report accessible? If 'yes' - to whom it is accessible and to what extent?

The self-evaluation report becomes available, along with the Evaluation Committee's report, at the Office of Academic Evaluation's website, accessible by all, after concluding the discussion on the reports at the University's Academic Policy Committee.

Additional required materials

האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

Syllabus

INTRODUCTION TO PUBLIC HEALTH - 98471

Last update 29-07-2014

HU Credits: 0

Degree/Cycle: 2nd degree (Master)

Responsible Department: public health

Academic year: 1

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Ein Karem

Course/Module Coordinator: CHEN STEIN ZAMIR, MD

Coordinator Email: CHEN.ZAMIR@mail.huji.ac.il

Coordinator Office Hours: by appointment

Teaching Staff:
Dr. Chen Zamir

Course/Module description:
Introduction to public health is an opening course to the MPH studies aiming to introduce the terms, methods and objectives on the principal level in public health.

Course/Module aims:
Elementary overview of terminology and core issues in public health in Israel and worldwide

Learning outcomes - On successful completion of this module, students should be able to:
Be able to use correctly basic public health terms

Know the principals of analyzing public health issues

Know main sources of information

Attendance requirements(%):
80%

Teaching arrangement and method of instruction: Frontal interactive teaching
Students presentations
Students discussions

Course/Module Content:
Definitions of health and public health, prevention levels and health promotion, health indicators, individual, familial and population health
Public health evolution over the time
Challenges, organization and structure of the health system in Israel
Interfaces of public health with agencies and organizations in the health sector and in societal, community and environmental fields.

Required Reading:
Course presentations
Background reading on the subject presented by the student

Additional Reading Material:
Introduction to websites WHO CDC
Israel ministry of health, official reports and central bureau of statistics data

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 20 %
Project work 50 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 30 %

Additional information:
none

BIOGRAPHICAL SKETCH

NAME Ronit Calderon-Margalit

POSITION TITLE

Associate Professor in Epidemiology Braun School of Public Health and Community Medicine, Hadassah-Hebrew University

INSTITUTION AND LOCATION/ EDUCATION/TRAINING	DEGREE	Years	FIELD OF STUDY
Technion, Haifa Israel	BSc	1986-1990	Medicine
Technion, Haifa Israel	MD	1990-1992	Medicine
Hadassah - Hebrew University, Jerusalem Israel	MPH	2000-2003	Public Health

***A.* Career Description** *(short professional/scientific biography- this page only)*

Dr. Calderon-Margalit was trained as a physician at the Technion, Haifa. Following her internship, she was recruited to the IDF and served as a medical officer for four years. She then started a residency in Radiology and after a year she discovered her passion for Epidemiology and moved to a residency in Public Health at the Sheba Medical Center, under the supervision of the late Prof. Modan and Dr Sadetzki. During her residency, she obtained her MPH degree at the Braun School of Public Health. She is a member of the School's faculty for the last 13 years. During this period, her research in epidemiology focused in the following areas: women and reproductive health and the health care systems involved in women's health; kidney diseases in adult populations; and quality of health care. She wrote manuscripts that were published in leading journals and received several research grants. Dr Calderon teaches at the School and instructs students for both Masters and Doctorate degrees.
In addition to research and teaching, she is the head of the School's Education Committee which has as its remit curriculum monitoring, evaluation and revision. She is in charge of the Masters students who are on the thesis track.
She is a member of the Directorate of the National Program for Quality Indicators in Community Healthcare, and a member (PI) of the Hebrew University's Center of Excellence in Agriculture and Environmental Health.

B. Positions and Honors

Positions and Employment chronologically *(first-last)*

Years	Position
1993-1994	Internship The Tel Aviv Sourasky Medical Center, Tel Aviv
1998-1999	Residency in Radiology Department of Clinical Radiology, The Edith Wolfson Medical Center, Holon
1999-2003	Residency in Public Health and Epidemiology Department of Clinical Epidemiology, The Chaim Sheba Medical Center, Tel Hashomer
2004	Instructor, Hebrew University, Braun School of Public Health
2007	Lecturer, Hebrew University, Braun School of Public Health

2010	Short course in Environmental Epidemiology London School of Hygiene & Tropical Medicine, London
2012	Senior Lecturer, Hebrew University, Braun School of Public Health (tenured at Hadassah)
2016	Associate Professor, Hebrew University, Braun School of Public Health (tenured at Hadassah)

Other Experience and Professional Memberships

Years	Experience/Membership
2007-2009	Visiting Scholar, Cardiovascular Health Research Unit (CHRU), Department of Epidemiology, University of Washington, Seattle, Washington
2010-2011	Coordinator of the National Dialysis Registry, Israeli Center for Disease Control (ICDC)
2010-present	Member, Steering Committee, National Program for Quality Indicators for Community Healthcare in Israel
2010-2014	Participation (examiner), Board certification examinations (Shalav Bet) for public health residency
2012-present	Member, Hadassah Helsinki Committee
2012-present	Head, Epidemiology Unit, Hadassah Medical Center
2013, 2014	Member and Head, Scientific Counsel – Committees for Recognition for Public Health Residency (Southern and Central Districts' Health Authorities), Israeli Medical Association
1994	License to Practice Medicine Ministry of Health
2005	Board Certified Specialist in Public Health Ministry of Health
1994-present	Israel Medical Association
2003-present	Israel Public Health Physicians Association
2009	American Heart Association
2012-2014	Management Committee Member, COST Action Action IS0907 - Childbirth Cultures, Concerns, and Consequences: Creating a Dynamic EU Framework for Optimal Maternity Care
2015-present	Management Committee Member, COST Action Action IS1405 - Building Intrapartum Research Through Health - an interdisciplinary whole system approach to understanding and contextualising physiological labour and birth (BIRTH)

Honors

Year	Honor/Prize
1987-1989	Cum Laude on the Rappaport Faculty of Medicine Dean's List, Technion, Haifa
1990	Cum Laude on the Technion President's List, Technion, Haifa
2001	The Eliashkovski Memorial Family Award for Academic Excellence, Braun School of Public Health, Jerusalem
2012	The Faculty of Medicine Award for Excellent Research, Hebrew University

C. Selected Peer-reviewed Publications (Selected from 64 peer-reviewed publications)

i) Last five years

1. Reichman O, Gal M, Nezer M, Shen O, **Calderon-Margalit R**, Farkash R, Samueloff A. Delivering elsewhere between the first and second deliveries is a risk marker for obstetric complications in the second delivery. Arch Gynecol Obstet. 2016 [in press]

2. Paltiel O, Tajuddin SM, Polanker Y, Yazdgerdi S, Manor O, Friedlander Y, Harlap S, **Calderon-Margalit R**. Grand multiparity and reproductive cancer in the Jerusalem Perinatal Study Cohort. Cancer Causes Control. 2016;27(2):237-47.

3. Goldberg M, **Calderon-Margalit R**, Paltiel O, Abu Ahmad W, Friedlander Y, Harlap S, Manor O. Socioeconomic disparities in breast cancer incidence and survival among parous women: findings from a population-based cohort, 1964-2008. BMC Cancer. 2015;15:921.

4. Abdeen Z, Berman T, Azmi K, Abu Seir R, Agha H, Ein-Mor E, Göen T, Stein Y, Richter E, **Calderon-Margalit R**. Urinary organophosphate metabolite levels in Palestinian pregnant women: results of the Middle East Regional Cooperation Project. Int J Environ Health Res. 2016;26(3):254-66.

5. Dior UP, Kogan L, Eventov-Friedman S, Gil M, Bahar R, Ergaz Z, Porat S, **Calderon-Margalit R**. Very High Intrapartum Fever in Term Pregnancies and Adverse Obstetric and Neonatal Outcomes. Neonatology. 2015;109(1):62-68.

6. Lawrence GM, Siscovick DS, **Calderon-Margalit R**, Enquobahrie DA, Granot-Hershkovitz E, Harlap S, Manor O, Meiner V, Paltiel O, Kwok PY,Friedlander Y, Hochner H. Cohort Profile: The Jerusalem Perinatal Family Follow-Up Study. Int J Epidemiol. 2015 [in ress]

7. Reichman O, Samueloff A, Gdansky E, Yekel Y, **Calderon-Margalit R**. Delivery during time of shift change is not a risk factor for obstetric complication: a historical cohort study. Harefuah. 2015;154(3):159-61, 213.

8. **Calderon-Margalit R**, Sherman D, Manor O, Kurzweil Y. Adverse Perinatal Outcomes among Immigrant Women from Ethiopia in Israel. Birth. 2015;42(2):125-31.

9. **Calderon-Margalit R**, Siscovick D, Merkin SS, Wang E, Daviglus ML, Schreiner PJ, Sternfeld B, Williams OD, Lewis CE, Azziz R, Schwartz SM, Wellons MF. Prospective association of polycystic ovary syndrome with coronary artery calcification and carotid-intima-media thickness: the Coronary Artery Risk Development in Young Adults Women's study. Arterioscler Thromb Vasc Biol. 2014;34(12):2688-94.

10. Yesuf EA, Kerie MW, **Calderon-Margalit R**. Birth in a health facility--inequalities among the Ethiopian women: results from repeated national surveys. PLoS One. 2014;9(4):e95439.

11. Vivante A, Twig G, Tirosh A, Skorecki K, **Calderon-Margalit R**. Childhood history of resolved glomerular disease and risk of hypertension during adulthood. JAMA. 2014;311(11):1155-7.

12. Loewenberg-Weisband Y, Grisaru-Granovsky S, Ioscovich A, Samueloff A, **Calderon-Margalit R**. Epidural analgesia and severe perineal tears: a literature review and large cohort study. J Matern Fetal Neonatal Med. 2014;27(18):1864-9.

13. Dior UP, Kogan L, **Calderon-Margalit R**, Burger A, Amsallem H, Elchalal U, Eventov-Friedman S, Ergaz Z, Ezra Y. The association of maternal intrapartum subfebrile temperature and adverse obstetric and neonatal outcomes. Paediatr Perinat Epidemiol. 2014;28(1):39-47.

14. Rais A, Zarka S, Derazne E, Tzur D, **Calderon-Margalit R**, Davidovitch N, Afek A, Carel R, Levine H. Varicocoele among 1 300 000 Israeli adolescent males: time trends and association with body mass index. Andrology. 2013;1(5):663-9.

15. Shkedi-Rafid S, Ofer-Bialer G, Meiner V, **Calderon-Margalit R**. Clinicians' attitudes toward general screening of the Ashkenazi-Jewish population for prevalent founder BRCA1/2 and LRRK2 mutations. Public Health Genomics. 2013;16(4):174-83.

16. Yesuf EA, **Calderon-Margalit R**. Disparities in the use of antenatal care service in Ethiopia over a period of fifteen years. BMC Pregnancy Childbirth. 2013;13:131.

17. Jaul E, **Calderon-Margalit R**. Systemic factors and mortality in elderly patients with pressure ulcers. Int Wound J. 2015;12(3):254-9.

18. Tirosh A, Stern Z, Mazar M, **Calderon-Margalit R**. The influence of age on the management of patients with diabetes in the Israeli population. Popul Health Manag. 2013;16(4):276-82.

19. Vivante A, **Calderon-Margalit R**, Skorecki K. Hematuria and risk for end-stage kidney disease. Curr Opin Nephrol Hypertens. 2013;22(3):325-30.

20. Ginosar Y, Ioscovich A, Weissman C, Calderon-Margalit R, Weiniger CF. Comparison of the obstetric anesthesia activity index with total delivery numbers as a single denominator of workload demand in Israeli maternity units. Isr J Health Policy Res. 2012;1(1):48.

21. Dior UP, Hochner H, Friedlander Y, **Calderon-Margalit R**, Jaffe D, Burger A, Avgil M, Manor O, Elchalal U. Association between number of children and mortality of mothers: results of a 37-year follow-up study. Ann Epidemiol. 2013;23(1):13-8.

22. Vivante A, Golan E, Tzur D, Leiba A, Tirosh A, Skorecki K, **Calderon-Margalit R**. Body mass index in 1.2 million adolescents and risk for end-stage renal disease. Arch Intern Med. 2012;172(21):1644-50.

23. Hochner H, Friedlander Y, **Calderon-Margalit R**, Meiner V, Sagy Y, Avgil-Tsadok M, Burger A, Savitsky B, Siscovick DS, Manor O. Associations of maternal prepregnancy body mass index and gestational weight gain with adult offspring cardiometabolic risk factors: the Jerusalem Perinatal Family Follow-up Study. Circulation. 2012;125(11):1381-9.

24. Jaffe DH, Shmueli A, Ben-Yehuda A, Paltiel O, **Calderon R**, Cohen AD, Matz E, Rosenblum JK, Wilf-Miron R, Manor O. Community healthcare in Israel: quality indicators 2007-2009. Isr J Health Policy Res. 2012;1(1):3.

25. Michaiel R, **Margalit RC**, Shteyer E, Ashur Y, Safadi R. Vertical HBV transmission in Jerusalem in the vaccine era. Harefuah. 2012;151(12):671-4

26. Vivante A, Afek A, Frenkel-Nir Y, Tzur D, Farfel A, Golan E, Chaiter Y, Shohat T, Skorecki K, **Calderon-Margalit R**. Persistent asymptomatic isolated microscopic hematuria in Israeli adolescents and young adults and risk for end-stage renal disease. JAMA. 2011;306(7):729-36.

27. Merkin SS, Azziz R, Seeman T, **Calderon-Margalit R**, Daviglus M, Kiefe C, Matthews K, Sternfeld B, Siscovick D. Socioeconomic status and polycystic ovary syndrome. J Womens Health (Larchmt). 2011;20(3):413-9.

28. Wang ET, **Calderon-Margalit R**, Cedars MI, Daviglus ML, Merkin SS, Schreiner PJ, Sternfeld B, Wellons M, Schwartz SM, Lewis CE, Williams OD, Siscovick DS, Bibbins-Domingo K. Polycystic ovary syndrome and risk for long-term diabetes and dyslipidemia. Obstet Gynecol. 2011;117(1):6-13.

ii) Additional important/highly cited publications during my career *(including books and monographs)*

1. **Calderon-Margalit R**, Schwartz SM, Wellons MF, Lewis CE, Daviglus ML, Schreiner PJ, Williams OD, Sternfeld B, Carr JJ, O'Leary DH, Sidney S, Friedlander Y, Siscovick DS. Prospective association of serum androgens and sex hormone-binding globulin with subclinical cardiovascular disease in young adult women: the "Coronary Artery Risk Development in Young Adults" women's study. J Clin Endocrinol Metab. 2010;95(9):4424-31.

2. **Calderon-Margalit R**, Qiu C, Ornoy A, Siscovick DS, Williams MA. Risk of preterm delivery and other adverse perinatal outcomes in relation to maternal use of psychotropic medications during pregnancy. Am J Obstet Gynecol. 2009;201(6):579.e1-8.

3. **Calderon-Margalit R**, Friedlander Y, Yanetz R, Kleinhaus K, Perrin MC, Manor O, Harlap S, Paltiel O. Cancer risk after exposure to treatments for ovulation induction. Am J Epidemiol. 2009;169(3):365-75.

4. **Calderon-Margalit R**, Friedlander Y, Yanetz R, Deutsch L, Perrin MC, Kleinhaus K, Tiram E, Harlap S, Paltiel O. Preeclampsia and subsequent risk of cancer: update from the Jerusalem Perinatal Study. Am J Obstet Gynecol. 2009;200(1):63.e1-5.

5. **Calderon-Margalit R**, Friedlander Y, Yanetz R, Deutsch L, Manor O, Harlap S, Paltiel O. Late stillbirths and long-term mortality of mothers. Obstet Gynecol. 2007;109(6):1301-8.

6. Jaul E, **Calderon-Margalit R**. Persistent vegetative state and dementia in the elderly. Int Psychogeriatr. 2007;19(6):1064-71.

7. **Calderon-Margalit R**, Adler B, Abramson JH, Gofin J, Kark JD. Butyrylcholinesterase activity, cardiovascular risk factors, and mortality in middle-aged and elderly men and women in Jerusalem. Clin Chem. 2006;52(5):845-52.

8. **Calderon-Margalit R**, Sofer D, Gefen D, Lewis M, Shulman L, Mendelson E, Swartz TA, Shohat T. Immune status to poliovirus among immigrant workers in Israel. Prev Med. 2005;40(6):685-9.

9. **Calderon-Margalit R**, Paltiel O. Prevention of breast cancer in women who carry BRCA1 or BRCA2 mutations: a critical review of the literature. Int J Cancer. 2004;112(3):357-64.

Ongoing Research Support (Granting Agency, Title, Sum in $, Duration, Role (PI, CI , consultant, if not PI – name of PI)

2011-2016	**Environment and Health Fund (EHF)** "The exposure of pregnant women and their offspring to endocrine disrupting chemicals and organophosphate pesticides" (#RGA 1101) (PI)	$355,000
2015-2019	**Israel Science Foundation** “Intrauterine exposure to phthalates and organophosphates and child development” (PI)	NIS 720,000

Completed Research Support (Last five years)

2007-2014	USAID MERC "Organophosphate Urinary Metabolite Levels in Palestinian Pregnant Women: The Middle East Regional Cooperation Program" (#M27-028) (CO-I)	$120,000
2012-2014	Israel Institute for Health Policy Research "The Perinatal culture of Israeli Ethiopians: Examining the health utilization and socio-cultural factors associated with birth outcomes" (#2011/42) (PI)	NIS 150,000
2012-2014	Israel Institute for Health Policy Research "Obstetric Anesthesia Services in Israel - Snapshot (OASIS) Study" (Co-I)	NIS 150,000
2013-2014	Israel Institute for Health Policy Research "The association between the inauguration of the National Program for Quality Indicators in Community Healthcare in Israel (QICH) and trends in the Health Status of the Israeli Population" (#2012/118) (PI)	NIS 119,900
2015-2016	Israel Cancer Association "An Evaluation of the Association between Patient and Primary-Care Physician and Mammography Screening Performance Rates amongst Women Aged 50-74: A National Survey in a Managed Care Setting" (CO-PI)	NIS 25,000

APHEA Accredited Institution

INSTITUTIONAL ACCREDITATION

SELF-EVALUATION REPORT

Institution name:	**The Joseph H. And Belle R. Braun School of Public Health and Community Medicine**
Address 1:	**The Hebrew University of Jerusalem -Hadassah**
Address 2:	**Faculty of Medicine**
Address 3:	P.O. Box 12272
Town / City	Jerusalem 91129
Country	Israel
Name of person completing this document:	**Prof. Yehuda Neumark, Dr. Maureen Malowany**
Contact email:	maureenm@ekmd.huji.ac.il
Date:	15 March 2015

Signed by institutional representative

Printed name: Professor Yehuda Neumark

Position: School Director

SELF-EVALUATION REPORT

BRAUN SCHOOL OF PUBLIC HEALTH & COMMUNITY MEDICINE

Faculty of Medicine
The Hebrew University of Jerusalem
Hadassah Medical Organization

March, 2015

TABLE OF CONTENTS:

LIST OF ABBREVIATIONS:

Association of Schools of Public Health in the European Region	ASPHER
ASPHER Public Health Education European Review	PEER
Braun School of Public Health & Community Medicine	School
Curriculum Validation	CV
Education Curriculum Committee	ECC
Hadassah Medical Organization	HMO
Hebrew University of Jerusalem	HUJI
Israel's Agency for International Development Cooperation	MASHAV
Master of Health Administration	MHA
Master of Public Health	MPH
Master of Science in Clinical Epidemiology	MSc
Master of Veterinary Public Health	MVPH
Self-Evaluation Report	SER
The Hebrew University Center of Excellence in Agriculture and Environmental Health	HUCEAEH

SUMMARY:

School Mission

The School's mission is to strive toward improving the physical, mental and social welfare of the global community, with a commitment towards excellence in multidisciplinary and interdisciplinary public health research, training and practice.

The over-arching development goal of the School is to maintain its position as a leading school of public health to advance knowledge and health in Israel and worldwide. We achieve this through:

- Cultivating and sustaining an integrated multidisciplinary environment that facilitates excellence in research, teaching and creative academic activity.
- Recruiting and retaining a diverse faculty and staff qualified to support the School's academic and research programs.
- Facilitating the continuing professional development of faculty, staff, and students.
- Offering curricula that promote integrated multidisciplinary approaches to public health and prepare the next generation of researchers, teachers, and practitioners to effectively meet the public health-related needs of individuals and communities.
- Maintaining fiscal stability supportive of initiatives that advance the School's mission.

Historical Development

In 1960, twenty years before the School was established as a school of public health, the Department of Social Medicine of the Hadassah Medical Organization (HMO) opened the first academic training program in public health in Israel.
Twenty years later, in 1980, the Hebrew University-Hadassah School of Public Health and Community Medicine was formally established through the amalgamation of the HMO's Department of Social Medicine and the Departments of Medical Ecology and Nutrition of the Hebrew University of Jerusalem's (HUJI) Faculty of Medicine. As such, the School is a legally recognized academic and administrative unit of the Faculty of Medicine of HUJI with legal and formal affiliation with the HMO.
In 1991, the School was renamed ***The Joseph H. and Belle R. Braun Hebrew University-Hadassah School of Public Health and Community Medicine*** (herein referred to as the School).

Training Activities:

National

The academic training program established in 1960 gained immediate recognition from the World Health Organization as a Master of Public Health (MPH) degree. To date, some 1000 Israeli students have graduated the MPH-Israeli program specializing in one of three tracks: Epidemiology and Biostatistics; Health Management, Policy and Economics; Health Promotion.
As the first and largest school of public health in Israel, and as testament to the strength of the School`s degree programs, the School has had a major impact on the training and practice of public health and health care professionals in Israel, including the overwhelming majority of the senior public health personnel of Israel, who hold our MPH degree.

Today the School offers four Hebrew-language Master-level degrees: MPH, Master of Science in Clinical Epidemiology (MSc), Master of Health Administration (MHA), and as of the current 2014-2015 academic year, a Master of Veterinary Public Health (MVPH). In addition, we maintain an active post-graduate doctoral degree program with some 30 PhD candidates currently registered. The School is also responsible for the teaching of public health related courses in the Faculty of Medicine and offers an MD-MPH program for medical students.

International

From Israel's earliest years of statehood, the country's policy-makers were moved by a commitment to share the knowledge gained from Israel's own development experience. To facilitate this knowledge-sharing initiative, and in order to fulfill the School's mission and share our learned experiences and expertise with health professionals from developing countries, our English-language Master of Public Health-International program was established in 1970. The MPH-International degree has since been awarded to nearly 800 graduates from 90 countries – mostly in developing and transition regions of Africa, Asia, Oceania, Central and South America, and Eastern Europe, as well as developed countries of North America and Western Europe.

The School is well known for its high caliber of training and research. In recognition of our ongoing public health training efforts in Israel and abroad, the World Health Organization designated the School as a World Health Organization Collaborating Centre for Capacity-Building in Public Health in 2007.

Research:

The School's research agenda is multi-disciplinary and cross-disciplinary spanning a broad spectrum of foci from the molecular/genetic level to the macro-social level, and from chronic to communicable diseases, mental health and addictions, effects of environmental and occupational exposures, health-related behaviors, and the evaluation of health promotion and disease prevention interventions. School researchers are also engaged in services and systems research that aims to produce the evidence needed to address critical issues about how best to organize, finance, and deliver effective health and public health services and develop strategies and policies for the equitable allocation of limited health resources at the national and international level. By doing so, we aim to reduce social and economic disparities in health outcomes and in access to health services. Recent years have also seen the development of clinical epidemiology within the School as a basis for the increasing demands for clinical and evidence-based medicine.

The School's robust research agenda is funded by competitive grants from leading national and international academic institutions. Our researchers maintain collaborations with numerous research and clinical institutions in Israel including in the Palestinian Authority, Europe, North America, Southeast Asia and Australia.

Service:

In keeping with the School's commitment towards excellence public health practice/service, our researchers, teachers and alumni are also actively engaged in policy-making fora and partnerships at the institutional, national, regional and international levels.

PREFACE:

Planning Process

Accreditation Approval:

The Braun School's Governing Committee and Academic Council approved the decision to begin the accreditation process with APHEA in May, 2013. The official notification to APHEA to formally initiate the accreditation process was submitted in July 2013.

The School Director tasked Dr. Maureen Malowany to spearhead the accreditation process and oversee the compilation of Curriculum Validation (CV) documents for the two MPH programs offered by the School.

This Self-Evaluation Report (SER) was prepared by Dr. Maureen Malowany and Prof. Yehuda Neumark with consultation with School academic and administrative staff.

A Curriculum Review meeting with all teaching staff was held in September, 2014. At this meeting, Dr. Malowany presented an overview of the APHEA Accreditation Process and the specific requirements of the Curriculum Validation and Self-Evaluation Report outlining areas particularly relevant to teaching staff.

Curriculum Validation:

The CV materials, although officially set under Criterion 3 of the SER, were submitted prior to the preparation of the Report, as required. These materials were compiled on the basis of multiple discussions with faculty and staff with regard to completing the course modules. The CV materials were submitted to APHEA in January, 2015.

Self-Evaluation Report:

Four consultations were held with teaching and administrative staff in the planning and preparation of the Self-Evaluation Report (SER).

Initial Consultation: An initial meeting was convened in December 2014 to review in detail the SER template with a particular focus on the 'Strengths and Challenges' section following Criteria 1, 2 and 3 in light of the unique characteristics of the School. The meeting was attended by School faculty, external teachers and administrative staff. Meeting minutes were taken by the School Secretary with additional notes taken by Dr. Malowany as these would provide the basis for responding to questions in Criteria 1, 2 and 3.

Second Consultation: In January 2015, a second meeting of teaching and administrative staff was convened to discuss SER Criteria 4, 5 and 6 with attention to 'Strengths and Challeneges' of the School. Notes were taken which formed the basis of the response in that section.

Third Consultation: A third meeting was called to review the SER and to discuss the 'Strengths and Challenges' of the School as a whole. Unfortunately, that meeting had to be cancelled and

materials were circulated by email. These materials were discussed through email conversations.

Fourth Consultation: A draft of the SER was circulated to senior faculty members of the School, including members of the School's Governing Committee, the Chair of the School's Education Committee, and the Academic Coordinator. Their comments and suggestions were considered by the Committee and integrated into the final version of the SER.

In addition to these consultations, Dr. Malowany held meetings with members of the Admissions Committees of the various programs, Academic Coordinator, Educational Curriculum Committee Chair, Senior Faculty members, Teaching Assistants/PhD Candidates and Administrative Staff.

Work Team: Prof. Yehuda Neumark and Dr. Maureen Malowany are responsible for the text of the SER.

CRITERION 1: GOVERNANCE AND ORGANIZATION

The School's governance, organizational structure and processes are appropriate to fulfilling its mission, aims and objectives.

1.1 The School is a legally recognized academic and administrative unit of the Faculty of Medicine of HUJI. The School is also formally and legally affiliated with the HMO. The School assumes responsibility for the teaching of public health fields/professions to all students of the Faculty of Medicine and the university, and has the mandate to deliver the following graduate degrees:

1.1.1 Master of Public Health (MPH): This degree is awarded upon the successful completion of the degree program taught in Hebrew (MPH-Israeli) or the program taught in English (MPH-International).

1.1.2 Master of Science (MSc) in Clinical Epidemiology: This degree is awarded upon the successful completion of the program in Clinical Epidemiology.

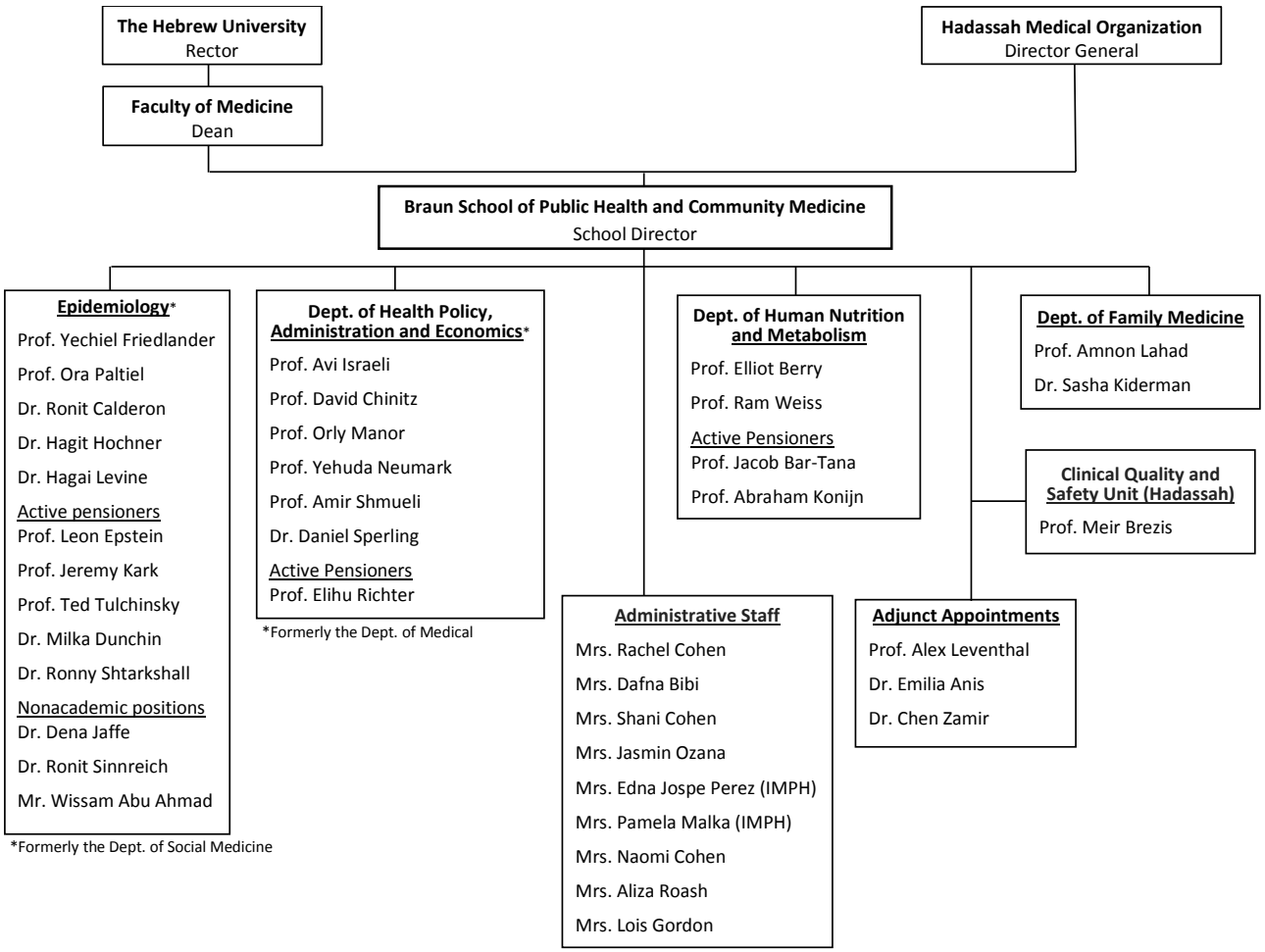
1.1.3 Master of Health Administration (MHA): This program is a joint graduate degree program of the BSPH and HUJI's Federman School of Public Policy and Government. This degree is awarded upon the successful completion of the program.

1.1.4 Master of Veterinary Public Health (MVPH): This program is a joint degree program of the BSPH, and HUJI's Koret School of Veterinary Medicine, School of Nutritional Sciences, and the Department of Agricultural Economics and Management in the Faculty of Agriculture. This degree will be awarded upon the successful completion of the program.

1.1.5 Dual MD-MPH: This program is offered to HUJI medical students with an undergraduate degree. Students in the combined MD-MPH program are required to take a year's break from their MD studies.

1.1.6 Doctor of Philosophy (PhD): This degree is awarded by HUJI upon the successful completion of our doctoral program. To earn a PhD degree, research students are required to plan and conduct a mentored original and independent research project which has the potential to make a significant contribution to the advancement of science and understanding within a specific field of research.

1.2 The organizational framework of the School is depicted in the following organigram:



1.2.1. School Governance

School Director:
The School Director is responsible for planning and implementing the school's academic and administrative policies and the day-to-day running of the school. The Director serves as the chair of the Governing Committee of the school.
The Director is appointed (for a three-year appointment) by the Dean of the Faculty of Medicine in consultation with the Director General of the HMO upon the recommendation of the School's Academic Council.

Academic Council:
The Academic Council is responsible for outlining overall School activities (e.g., establishing new educational programs or departments), and ratifying decisions of the Governing Committee and the Educational Curriculum Committee (see below). The Council comprises all faculty members with academic appointments, heads of School units (described below), external teachers, and student representatives. The Council may decide to co-opt other staff members, external teachers and others as needed or appropriate. The Council is expected to meet 2-3 times per year.

Governing Committee:
The Governing Committee sets, together with the School Director, overall School policies, priorities and strategic development plans. The Committee is appointed by the School Director and approved by the Academic Council. At present, it consists of the Heads of the MPH-Israeli tracks (Epidemiology and Biostatistics, Health Administration, Health Promotion), the Director of the MPH-International, the Head of the MHA program, the Chair of the Department of Family Medicine, and three former school directors.

Educational Curriculum Committee (ECC):
The ECC provides the framework for curriculum development, monitoring, evaluation and revision to reflect the Braun School's mission in all teaching and curriculum activities.
ECC is elected by the Academic Council and the Committee Chair is appointed by the Director of the School. The ECC comprises representatives of each of the different academic disciplines in the School along with the Academic Coordinator and a representative of the PhD student body. The Committee is responsible for planning and authorizing all teaching frameworks. It should be noted that all curriculum changes and new courses decided by the School ECC are submitted for approval to the ECC for Advanced Studies of the Faculty of Medicine.

Student-Teacher Committees:
In accordance with institutional HUJI policy, the School has a Student-Teacher Committee for the Hebrew-language Masters programs, composed of the School Director, Academic Coordinator and student representatives. The Committee meets 1-2 times per semester. This Committee provides a forum for feedback from the students with regard to student needs, especially with respect to scheduling problems and problems in specific courses.
For the MPH-International program, two Student Representatives are elected by the class at the start of the year. The representatives meet with the Program Director and the Academic Coordinator as required but no less than twice per semester.

Admission Committees of the various Master-level programs:
Program-specific Admissions Committees are responsible for the acceptance of potential entrants in accordance with HUJI regulations and program requirements.

1.2.2. Institutional Policies:
University policies on equal rights, harassment, bullying and corruption are located within the university's formal policies and can be found at: http://academic-secretary.huji.ac.il/?cmd=english.479.

1.3. Program Directors: The Director of the MPH-International program is a senior faculty member of the School, appointed by the School Director. The School Director serves as Director of the MPH-Israeli program. Each track within the MPH-Israeli program is headed by a senior faculty member of the School.
An Academic Coordinator, appointed by the School Director, oversees the scheduling and coordination of all Master-level teaching and programs.

1.4 Official HUJI policy and the School charter mandate representation of teachers (internal and external) and students on the various School committees. Students are represented by the PhD student representative on the ECC. In addition, there is a Student-Teacher Committee for each of the various Master-level programs through which students' concerns and suggestions are raised and discussed.

CRITERION 2: AIMS AND OBJECTIVES OF THE PUBLIC HEALTH INSTITUTION AND ITS PROGRAMMES

2.1 Mission

2.1.1 Background:

Nearly 70 years ago, in 1948, HUJI and HMO jointly established the first medical school in Israel, with the university overseeing preclinical courses and the new Hadassah-University Hospital providing clinical teaching. The Schools of Pharmacy and Dental Medicine (later to be granted Faculty status) were added to the Faculty of Medicine in 1953, in response to the needs of the rapidly growing population. Over the years, the Faculty of Medicine grew to include three more schools – Nursing (1976), Occupation Therapy (1978), and Public Health and Community Medicine (1980).

Already in 1960, the HMO's Department of Social Medicine opened the first academic training program in public health in Israel. The program gained immediate recognition from the World Health Organization as a Master of Public Health (MPH) degree. It was to be another 20 years until the School was formally established through the amalgamation of the Department of Social Medicine and the Faculty of Medicine's Department of Medical Ecology and Department of Human Nutrition and Metabolism. In 1991, the School was renamed ***The Joseph H. and Belle R. Braun Hebrew University-Hadassah School of Public Health and Community Medicine***.

As one of the five schools within the Faculty of Medicine, the School is affiliated also with the HMO - headed by the Director-General, although for nearly all issues the School Director answers to the Dean of the Faculty of Medicine.

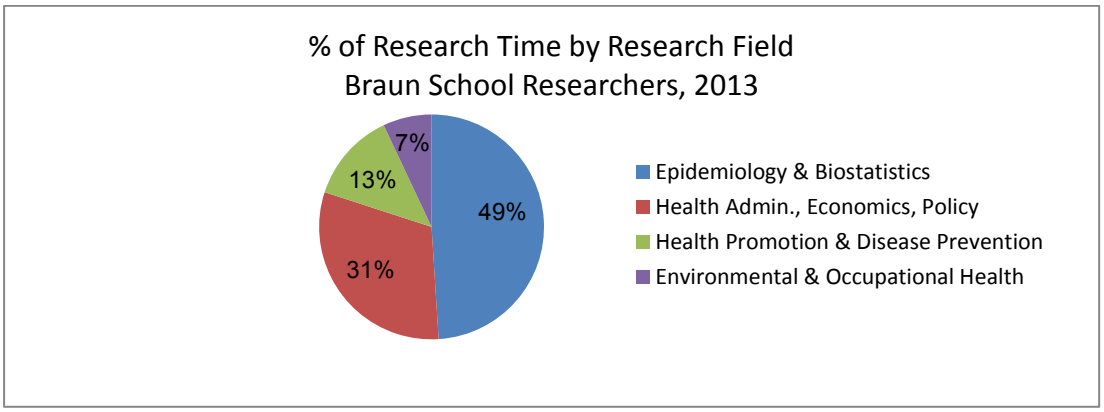
School Mission: The School's mission is to strive toward improving the physical, mental and social welfare of the global community, with a commitment towards excellence in multidisciplinary and interdisciplinary public health research, training and practice.

2.1.2 Research

Much of what public health researchers do is investigate and analyze how the distribution of disease varies by age, gender, race, behavior and lifestyle choices, occupational and environmental exposures, genetic determinants, pre- or co-existing conditions, medical interventions, health laws and other factors that influence health at the individual, family, community and macro-social levels. Accordingly, the School's research agenda is inherently multi-disciplinary and cross-disciplinary spanning a broad spectrum of foci from the molecular/genetic level to the macro-social level, and from chronic (but largely preventable) conditions including obesity, diabetes, cancer and cardiovascular disease, to communicable diseases, mental health and addictions, effects of environmental and occupational exposures, health-related behaviors, and the evaluation of health promotion and disease prevention interventions. Braun School researchers are also engaged in services and systems research that aims to produce the evidence needed to address critical issues about how best to organize, finance, and deliver effective health and public health services and develop strategies and policies for the equitable allocation of limited health resources at the national and international level. By doing so, we aim to reduce social and economic disparities in health outcomes and in

access to health services. Recent years have also seen the development of clinical epidemiology within the Braun School as a basis for the increasing demands for clinical and evidence-based medicine.

Currently, and in keeping with the School's tradition, Epidemiology & Biostatistics is the predominant research field accounting for half (49%) of the total research time (see figure below). The field of Health Administration, Economics & Policy accounts for one-third (31%) of researchers' time, while relatively little time is devoted by School researchers to the fields of Health Promotion & Disease Prevention (13%) and Environmental & Occupational Health (7%). This distribution reflects the relative deficit of faculty members in these two latter fields.



The School's research agenda is funded by competitive grants from leading national and international academic institutions including the *National Institute of Health* (NIH-US), *US-Israel Bi-national Science Foundation* (BSF), *Israel Science Foundation* (ISF), *USA-Middle East Regional Cooperation* (MERC), the *National Foundation of Singapore* (NRF), *Israel National Institute for Health Policy and Health Services Research* and the *Environment and Health Fund* (EHF). During 2011-2013, Braun School researchers were awarded over NIS20 million in research funding.

Our researchers maintain collaborations with numerous research and clinical institutions in Israel including in the Palestinian Authority, and across the globe such as University of Washington, Columbia University, Johns Hopkins University and New York University in the USA, the London School of Hygiene and Tropical Medicine (UK), Karolinska Institute (Sweden), University of New South Wales (Australia), University of Basel (Switzerland) and the National University of Singapore.

These research efforts yielded more than 200 peer-reviewed articles in leading scientific and professional journals in 2011-2013. The School's robust research activity is reflected in the substantial number of PhD students - currently around 30, and the diversity of their research topics.

A new hub of research activity at the School is the Hebrew University Center of Excellence in Agriculture and Environmental Health (HU-CEAEH) that was established, with funding from the Environment and Health Fund (EHF), in April, 2012 as a joint initiative of the School and HUJI's Faculty of Agriculture, Food and Environment. HU-CEAEH's mandate is to contribute to a better understanding of the impact of environmental hazards on human health and explore the

interface between modern agricultural activity, environmental quality and human health through multidisciplinary research, dissemination and outreach. The HU-CEAEH has committed joint EHF and HUJI funding through 2025.

Currently, five School researchers have funded research projects ongoing within the framework of the HU-CEAEH:

- *The exposure of pregnant women and their offspring to endocrine disrupting chemicals and associations with fetal growth and development of reproductive organs*
  Principal Investigator (PI): Ronit Calderon, Tamar Berman (Ministry of Health)
- *Exposure of Israeli children to pesticides via food consumption*
  PI: Orly Manor
- *Carbamazepine levels among healthy Israeli population*
  PI: Ora Paltiel, Yehoshua Maor (Faculty of Agriculture)
- *Pesticide exposure and endocrine health outcomes in Palestinian & Israeli males*
  PI: Hagai Levine, Jeremy Kark

Alongside the many other studies being carried out at the School, three world-renowned, large longitudinal cohort studies (described briefly below) were established and are maintained by Braun School researchers. These studies - two of which were established by the founders of the Braun School more than five decades ago - continue to provide a vast and vital source of important epidemiological information on a range of physical and mental health outcomes and serve as the basis for ongoing investigations by researchers and students alike.

The Jerusalem Perinatal Study (JPS) includes 92,408 offspring born to residents of Jerusalem between 1964 and 1976. Basic information was collected about all offspring (e.g., birth weight, gender, birth order, and birth outcome) and parents (e.g., age, education, occupation and dates of immigration and marriage). On a sub-cohort of 17,000 offspring born from 1974-1976 near complete archival data exists on maternal characteristics before and during the pregnancy and information on other exposures with a potential to influence the intra-uterine environment and fetal growth and development. The JPS Family Follow-Up study includes a sample of 1,500 offspring (aged 30-35) from the original 1974-1976 birth sub-cohort and their mothers, who were interviewed and examined between 2007 and 2010 for cardio-metabolic risk factors and genetic characteristics. Recently, fathers of the offspring were recruited to complete 850 parent-offspring triads.

The Israel Longitudinal Mortality Studies – ILMS-I (1983–92) and ILMS-II (1995–2004) were established in order to estimate and monitor the magnitude of social inequalities in Israel and to enhance our understanding with respect to the causes and consequences of socio-demographic inequalities in health. Data sets are based on a record linkage between 20% samples of the population of Israel age 40 years and above (drawn in the framework of two consecutive censuses) with mortality records for a follow-up period of almost 10 years. The datasets are based on large samples and include comprehensive information on socio-demographic characteristics of the Israeli population as well as on date and cause of death for those who died during the follow-up period.

The Jerusalem Lipid Research Clinic (LRC) Study is part of an international multicenter study established by Professors Yechezkiel Stein and Shlomo Eisenberg in the mid 1970s as a large prevalence study of cardiovascular risk factors. A sample of over 8,600 17-year-old adolescents was examined [essentially all boys and girls who presented for army health board examinations at the IDF Jerusalem recruitment center between 1976-78] as well as a sample of their parents totaling 6,950 individuals, including 3,000 parent-offspring triads. Professor JD Kark subsequently transformed this into a longitudinal study by data linkage of the parents with hospital admissions for cardiovascular disease, diabetes and cancer, as well as re-examination of samples of the adolescents at different ages, providing a follow-up of up to 35 years.

2.2 The School's MPH programs are designed for public health professionals and for those who wish to prepare themselves to work in this field in the future. The Learning Goals of our MPH programs are in line with the School's Mission to improve the physical, mental and social welfare of the global community, with a commitment towards excellence in multidisciplinary and interdisciplinary public health research, training and practice. The Learning Goals are to:

- ✓ Gain basic and advanced knowledge and expertise in the theory and practice of public health and community medicine
- ✓ Acquire basic measurement tools (epidemiologic, statistical, behavioral and financial) related to public health
- ✓ Plan, manage and assess community, regional and national health services, conduct quality control measures of medical services,
- ✓ Analyze community health data and develop community health programs

Upon successful completion of the program our Graduates are expected to:

1. Initiate and participate in the promotion and development of public health practices on a national, regional or institutional level or in a local community setting
2. Use epidemiological and other tools toward health system planning, evaluation, and health services delivery in geographical regions and within institutions
3. Develop capacity-building programs responsible for training public health personnel
4. Conduct research as a foundation for professional development and/or PhD research

2.3 The School responds to shifts in local and global public health challenges and to emerging scientific evidence. In response to changes in public health concerns in Israel, the School introduced two new graduate-degree programs within the past few years – a Master of Health Administration (MHA) in 2010/2011 and the first Master's degree in Veterinary Public Health (MVPH) in Israel.

The health system has undergone major changes in recent years, raising the need for the continuous updating of professional knowledge and the training of administrative personnel with inter-disciplinary knowledge and experience in the fields of health, management and economics. The Master of Health Administration (MHA) Program was established to answer this need. The Program is a joint-degree with HUJI's School of Business Administration.

The MVPH program grew out of a concern about the growing threats of cross-species epidemics that have developed from increased avian-human and animal-human contact, particularly, but not entirely, within the Middle East and African regions. This concern convinced health experts of the need to deepen knowledge and strengthen the relationships between veterinarians, public health practitioners, the public health system and the health of the population and provide veterinarians with tools in healthcare economics, statistics and epidemiology combined with knowledge in food safety and diseases that can be transmitted from animals to humans.

The MVPH is a joint degree program of the Braun School, the Koret School of Veterinary Medicine, the School of Nutritional Sciences and the Department of Agricultural Economics and Management in the Faculty of Agriculture. The establishment of this program generated much interest among health professionals and the general population (as evidenced in this article in the leading English-language Israeli daily newspaper).

Physicians are increasingly expected to critically evaluate vast amounts of information, apply evidence-based scientific thinking and make decisions under conditions of uncertainty and economic constraints. These challenges require tools from the fields of epidemiology, biostatistics, economics, administration, law and other social sciences. In light of this requirement, combined study programs for a dual degree in medicine and public health have spread throughout the Western world. It was against this backdrop that the dual MD-MPH degree was established.

2.4 Service

The Braun School considers training a fundamental aspect of public health education for life-long learning and service.

In recognition of our ongoing public health training efforts in Israel and abroad, the World Health Organization designated the Braun School as a World Health Organization (WHO) Collaborating Centre for Capacity-Building in Public Health in 2007.

As a WHO Collaborating Centre for Capacity-Building in Public Health, alongside its degree programs, the Braun School regularly carries out training workshops on various health topics in countries in Africa, Eastern Europe, and Asia. We also offer short-training courses in Jerusalem for health-professionals from developing and transition countries. In the past few years the Braun School hosted workshops on various topics such as non-communicable diseases, migrant health, and public health training curricula, for health professionals from a number of countries including China, Moldova and Russia.

The Braun School together with its graduates also continues to play a leading role in establishing and mentoring schools of public health schools and public health training programs in numerous countries in Eastern European countries such as Albania, Macedonia, and Moldova, and more recently in Kenya, Nepal, and India.

Conferences: The Braun School regularly organizes and hosts conferences and scientific meetings for local and international audiences. A partial list of the most recent events includes:

- In February 2013, nearly 70 MPH-International Alumni participated in a Pears Foundation sponsored 10-day continuing education workshop and reunion in Jerusalem. Participants exchanged professional experiences, successes and challenges and heard from world-renowned public health experts and School researchers and teachers.
- In December 2013, the Braun School hosted a 4-day international conference on malaria that brought together leading scientists from around the world to discuss past, current and future global malaria elimination efforts.
- In May 2013, The HU-CEAEH hosted an International Symposium on Agriculture and Environmental Health.
- In 2012, and again in 2014, the Braun School hosted students and faculty members from George Washington University for a 10-day study tour of the Israeli health care system.

National Program for Quality Indicators in Community Healthcare

One of the School's major service projects is the National Program for Quality Indicators in Community Healthcare (QICH). This program maintains continuous and dynamic measures of national healthcare quality that include preventive services, screening, treatment and management of disease. This information is intended for use by policy makers as well as the public in order to assess the quality of healthcare provided by the health plans, with the ultimate goal of enhancing healthcare services provided to the residents of Israel. The QICH program collates, analyzes and reports on an extensive range of performance indicators collected from primary care health facilities on nearly the entire population. Established in 2004 by the Ministry of Health, administration of the program was transferred to a team within the Braun School (under the directorship of Professor Orly Manor) in May 2010. Last year the OECD released a report that declared that Israel's national QICH has developed "one of the most sophisticated programmes to monitor the quality of care in primary care across OECD countries".

School faculty members sit on numerous national, regional and international scientific, professional and policy committees. These include, by way of example:

National:
Advisory Committee on Environmental Epidemiology, Ministry of Health
Advisory Committee on Immunization and Infectious Diseases, Ministry of Health
Committee for Evaluation of Vaccine Adverse Events, Ministry of Health
Committee for Preparedness of Health System to Bio-terror Event, Ministry of Health
National Child Health and Pediatrics Council
National Council on Community Health
National Council on Diabetes
National Council on Health Promotion
National Council on Occupational Health
National Council on Polio Eradication
National Public Committee for the Expansion of the Health Services Basket
Steering Committee for Prevention of Antibiotic Resistant Hospital Infections, Ministry of Health
Steering Committee of Hepatitis A Control, Ministry of Health
Regional:
Advisory Committee of the WHO Network of European National Networks of Healthy Cities
Association of Schools of Public Health in the European Region (ASPHER) Executive Board
Childhood Obesity Task Force of the European Association for the Study of Obesity (EASO)
Connecting Organizations for Regional Disease Surveillance (CORDS)
Middle East Consortium on Infectious Disease Surveillance (MECIDS)
South-Eastern Europe Health Network (SEEHN), Council of Europe and WHO Regional Office for Europe
International:
Global Alliance for Academic Public Health
Israeli Coordinator for Infectious Diseases, World Health Organization
Food and Agriculture Organization (FAO) – Developing a food security index, Consultant

CRITERION 3: PROGRAMMES

3.1 Curriculum Validation documents have been submitted.

3.2 School & Curriculum Multidisciplinarity:

By definition, all public health challenges require a multidisciplinary response. The broad and diverse nature of the School and its educational and research programs, faculty and student body promotes comprehensive approaches to the study and practice of public health.

Braun School's researchers and teachers share with our students their experiences in the world of advocacy and policy design at community, national, regional and international levels, and introduce our students to a local and global network of contacts, mentors and potential employers. Faculty research projects often incorporate doctoral and master-level students thereby furthering the students' academic learning and career trajectories.

Our very active collaborations with various ministries in the government of Israel provide an interface between our students and policy makers, government official and politicians, and creates opportunities for our graduates to work with and learn from government-sponsored collaborations, incentives and employment/internship opportunities.

3.2.1 HUJI and HMO place great emphasis on appropriate ethics of conduct in scientific and clinical research. All research activity and projects undertaken in academic and clinical institutions in Israel are subject to rigorous ethical review by institutional and/or governmental ethical review boards. All research projects conducted by School researchers conform to institutional and governmental regulations and laws. Students performing research as part of their theses that involves data collection must be listed as co-investigators in the Ethical committees and must be certified in Good Clinical Practice.
HUJI's Code of Conduct in Research, Conflict of Interest Code, the European Charter for Researchers, and the full text of the Israeli state laws and regulations regarding research are available to HUJI researchers and students on the university's website.

3.2.2 Masters degrees granted following the successful completion of Masters programs within the School are legally recognized as second-cycle degrees and fulfill eligibility requirements for entry into third-cycle degrees.

3.3 Content and design changes in the Curriculum as a response to contemporary research

The teaching curriculum has responded to contemporary thinking in public health priorities and research by re-designating an elective course in Environmental Health to a mandatory course in the MPH-International curriculum, adding an elective course in Health Behaviour in a Community Setting, and by introducing elective courses in Mental Health and Disaster Management. A course on Geographic Information Systems (GIS) was recently introduced in response to increasing needs for spatial analysis and epidemiologic studies using goecoding.

In addition to the School's tenured teaching staff, the School contracts as external teachers professionals working in the governmental sector who bring to the classroom contemporary public health issues, challenges and debates.

All School researchers are engaged in teaching and virtually all teachers are engaged in research thereby ensuring cross-talk between contemporary research and curriculum content.

3.4 Student Assessment:

3.4.1 Student Monitoring and Evaluation

Monitoring and evaluation of students, teachers and courses is an integral part of our academic culture and is a cornerstone of HUJI academic policies and regulations. Strict regulations and guidelines exist with regard to examinations and re-examinations and theses that stipulate

Detailed regulations governing conduct in examinations and academic integrity are available on the HUJI website in Hebrew and English.

The Curriculum Validation documents provide information on course-level and program-level assessments.

3.5 Policies on plagiarism and fraud

HUJI policies on plagiarism and fraud are available in Hebrew on the university website. Students in the MPH-International program are provided with a summary translation in English of these policies as part of their orientation at the start of the academic year and are included in the Orientation Handbook.

3.6. Adherence to principles of the Bologna Declaration

In accordance with the principles of the Bologna Declaration, the School requires successful completion of first-cycle studies (undergraduate, minimum of three years) to be eligible for acceptance into our second-cycle (Masters) degrees. In turn, we require successful completion of a Masters degree (with a thesis) to be eligible to register in a third-cycle (PhD) program.

HUJI is in the process of transitioning to the ECTS system in order to promote and facilitate student mobility within the European Region. At present, the School uses the credit system as directed by HUJI.

3.7 International networking and collaboration

In keeping with the School's mission of engaging with the global public health community in our research, teaching and other academic activities, and as a WHO Collaborating Center in Capacity Building in Public Health, the School has a long and rich record of international collaborations.

The School together with its graduates also continues to play a leading role in establishing and mentoring schools of public health schools and public health training programs in numerous countries in Eastern European countries such as Albania, Macedonia, and Moldova, and more recently in Kenya, Nepal, and India. See also Criterion 2.4 for a list of international conferences.

The School regularly carries out training workshops on various health topics in countries in Africa, Eastern Europe, and Asia. We also offer short-training courses in Jerusalem for health-professionals from developing and transition countries. In the past few years the School hosted

workshops on various topics such as non-communicable diseases, migrant health, and public health training curricula, for health professionals from a number of countries including China, Moldova and Russia.

School researchers conduct collaborative research projects with colleagues from numerous research and clinical institutions in Israel including in the Palestinian Authority, and across the globe such as University of Washington, Harvard University, Mount Sinai (ICAHN) School of Medicine, Sloan Kettering Cancer Center, Columbia University, Johns Hopkins University and NYU in the USA, McGill University, University of London, London School of Hygiene and Tropical Medicine (UK), Karolinska Institute (Sweden), University of New South Wales (Australia), University of Basel (Switzerland) and the National University of Singapore. Researchers are also involved in international research consortia like the international consortium of childhood cancer cohorts, INTERLYMPH, CAGE and others.

CRITERIA 1, 2, AND 3 STRENGTHS AND CHALLENGES

Criterion 1

Following consultative meetings with our teaching staff, we present a summary of the strengths and challenges of the School with reference to Criteria 1, 2 and 3 as articulated by the School teaching staff.

Strengths:

The School is part of a well-accredited and recognized host organization - The Hebrew University. This institution holds clear academic guidelines and organizational structure and continues to build an environment for excellence in research, teaching and services. The second host organization, the Hadassah Medical Organization, is an excellent clinical center that aims to supply an optimal environment for excellence in clinical practice and research. Affiliation with a leading university-based teaching hospital facilitates the involvement and collaboration of clinicians and researchers with School faculty, staff and students. This collaboration is evidenced in the HMO-funded faculty positions within the School, the opportunities for research collaboration with HMO researchers and the mentorship that is provided by HMO clinical researchers for our students.

Challenges:

The HMO has undergone a critical financial crisis in the past two years that has affected the research and teaching environment for HMO-funded faculty members and administrative staff. The uncertainties of continued employment and the bureaucratic hurdles of administering HMO-based research grants have placed stress on both School faculty and administrative staff. Some faculty expressed concern over the tension between HUJI's research orientation and HMO's near-exclusive emphasis, in this time of fiscal retraction, on the provision of tertiary clinical care.

Criteria 2 and 3

Strengths:

Teaching staff were unanimous in expressing that their courses and syllabi reflect the School's aims and objectives. Course content and syllabi are updated and revised to incorporate new foci in public health research, practice and policy and broader global public health issues. By way of example, in response to global concerns and student requests the Environmental Health course (offered in both MPH programs) now addresses the topics of climate change and resultant natural disasters. The MPH-Israeli curriculum now includes a course on Disaster Preparedness and Management reflecting national concerns and public health needs.

At the institutional level, the introduction of the Master in Veterinary Public Health in the current academic year demonstrates a program response to current scientific developments in public health with respect to zoonotic (cutaneous leishmaniasis) and re-emerging diseases (avian influenza).

With respect to multidisciplinarity, our staff stated they incorporate their own multidisciplinary background (humanities, epidemiology, clinical medicine and public health advocacy) into their courses and the case studies they present in class. Staff member spoke to the importance of incorporating the "global" with the "local" through comparative case studies in their courses.

Challenges:

A number of our teaching staff expressed the need for a clearer orientation at the beginning of the academic year to improve governance and knowledge of the School's mission.

From an institutional perspective, the course content and syllabi revisions noted above and in the meetings were not reflected in the submitted Curriculum Modules. As of September 2014, the School has begun a series of seminars on curriculum development and curriculum review. Our teaching staff, for the most part, had previously not been asked to write learning objectives in the style or format required in the Curriculum Validation modules. In the interests of transparency and learning through evaluation, we did not adjust the course modules that were submitted by teaching staff. The curriculum validation process dovetailed with the curriculum review that had been organized for the 2014-15 academic year. We realised that our teaching staff needed guidance in thinking about competencies and learning objectives both for course content and assessment. We have now had two teaching staff seminars on these topics, with professional curriculum guidance, and will continue these seminars through the current academic year.

We have made the course modules for all courses in the School available to all teaching staff to facilitate discussion, mentoring through example and appropriate revisions. It is timely that the Hadassah Medical School is undergoing a similar critical review and we are working with their Committee to facilitate the development of curricula that reflect the competencies expressed in the European and North American public health competencies frameworks and to design, monitor and evaluate the learning aims and objectives that will ensure delivery of these competencies within the School curricula.

Teaching staff criticised the imbalance in methodological courses/foundation courses between the MPH and IMPH programs. While the MPH has a stronger basis in methodological courses, the new one-day per week curriculum does not provide the teaching/learning space for students to take the elective courses that staff felt were important in training public health professionals. Although the electives in the IMPH program are open to MPH students, these electives are given in a five-day per week cycle over a semester and the MPH students, even with English language competency, for reasons of employment are not able to undertake most of these elective courses.

One of the most important areas of public health curriculum change has been the introduction of a course on ethics. We place this under the 'weaknesses' of our curriculum as we were unable to retain the designated faculty member responsible for delivering this course in the past academic year. Although we will offer this course in this academic year with an external teacher, our teaching staff felt that teaching ethics as a stand-alone course was not the most effective way to deliver on this competency. Teaching staff stated they incorporate ethics in their respective courses on a case-study basis and believe this contextualization of ethics into real-world public health situations to be the better pedagogical practice.

CRITERION 4: STUDENTS AND GRADUATES

4.1.1 For both MPH programs and our other Master-level programs, the recruitment policy and admission criteria are in line with the aims and final qualifications of the respective programs. Applicants must hold a first degree from a recognized university, possess appropriate language skills (for the international students, demonstrated by English-language proficiency test results and a telephone interview with a member of the Admissions Committee), and appropriate experience for the program selected.

4.1.2 In accordance with HUJI student admission policy, all applicants whose previous degree was obtained from an academic institution outside of Israel must have their transcripts and degrees authorized by the Hebrew University Office of Overseas Students Admissions.

4.1.3 School regulations, in concert with HUJI policy, ensure equal consideration to potential entrants without reference to age, gender/sex, disability, religion, nationality or ethnicity. At the same time, some scholarships available for MPH-International potential entrants have specific requirements for the awarding of the scholarship which the School must respect. For example, the Parasol Foundation (formerly Bonita Trust) awards one scholarship annually exclusively to a female medical doctor from India. The Pears Foundation awards scholarships to applicants from sub-Saharan Africa.

4.1.4 Information about both MPH programs and our other Master-level programs is available on the School website – MPH-International and MPH-Israeli. The Secretary for Student and Teaching Affairs of each program responds to queries from potential entrants by phone or by email. In addition, potential entrants may arrange an information meeting with the proviso that the potential entrant understands that meeting does not in any way obligate the School to accept the potential entrant.

Representatives of the School participate in HUJI student recruitment activities and events such as "Open Days", during which School researchers may give short talks about their research to enhance the interest of potential entrants. In addition, School representatives visit classes in the School of Medicine and in other relevant HUJI faculties and departments on the different campuses to provide information regarding the School's programs.

Post-graduation career prospects are discussed with our students at meetings organized for this purpose with the Academic Coordinator or other School faculty members. MPH-International scholarship students are expected to return to their respective home countries to take up positions in public health there. They are therefore expected to submit in their application material evidence of employment/re-employment upon completion of the MPH degree (although this is not a formal acceptance requirement). Although the School does not actively seek career placements for MPH-International graduates, our active Alumni program does provide opportunities for alumni to exchange and share information with regard to employment and career prospects. The School facilitates partnerships between MPH-International alumni whose work or research interests and projects may be of interest to potential funding partners.

4.1.5

Table 4.1.a: Number of applied*, accepted, enrolled Masters students, 2012/13-2014/15:

MPH-Israeli	**2012/13**	**2013/14**	**2014/15**
Applied	51	42	73
Accepted	26	24	45
Enrolled	15	20	44
MPH-International	**2012/13**	**2013/14**	**2014/15**
Applied	119	124	104
Accepted	34	24	29
Enrolled	28	22	21
MHA	**2012/13**	**2013/14**	**2014/15**
Applied	34	22	33
Accepted	8	5	12
Enrolled	7	2	12
MSc Clinical Epidemiology	**2012/13**	**2013/14**	**2014/15**
Applied	8	10	15
Accepted	3	2	4
Enrolled	3	2	4

*Some potential entrants apply to more than one program

4.1.6

Table 4.1.b: Intake of students per program by region/country, 2012/13-2014/15:

		Present Cohort 2014/15		**Last Cohort 2013/14**		**Previous to Last Cohort 2012/13**	
		N	**%**	**N**	**%**	**N**	**%**
MPH-Israeli	Home Country*	29	100	20	100	15	100
	ER Countries						
	Non-ER Countries						
	Total	29	100	20	100	15	100
MPH-International	Home Country	0		0		2	7.1
	ER Countries	1	4.8	0		3	10.7
	Non-ER Countries	20	95.2	22	100	23	82.2
	Total	21	100	22	100	28	100

* Home country is an ER country

DISCUSSION:

Overview of students: academic quality, comparative analysis with similar institutes

Until 1995, our MPH-IsraeIi program offered a research-track only. In response to a growing number of students who successfully completed their course-work but were unable to complete their thesis (mostly due to work and family pressure), in 1996 we opened a non-research track within our MPH-Israeli program. While we do not have the precise number of students who completed their degree as a result of this initiative, the response was very positive and quite a number of research-track students switched to the non-research-track, completed the required additional course-work, and completed their degree. In the past few years, between 30%-60% of each cohort opt for the non-research track. Non-thesis track students are not able to go on directly to a PhD at the Hebrew University and must first complete a "thesis equivalent" research project.

Our MHA program is a non-research track program, although individual MHA students who exhibit outstanding academic performance may request permission from the Program Director to undertake a thesis.

The MPH-International program offers a research-track and a non-research-track. In this program, unlike the MPH-Israeli program, enrolment in the research-track is contingent upon achieving an 85% grade average in the 1st semester core courses. Each year 30%-60% of the MPH-International students enroll in the research-track.

We have no objective criteria by which to assess the academic quality of our students relative to similar programs in, or outside of Israel. Having said that, our Israeli master programs have a reputation of being academically challenging compared to similar programs in other Israeli universities. Most years we have students who graduate with honors and our students regularly appear among recipients of the Faculty Award for Excellent Thesis. Many of our graduates go on to become top researchers in the field of public health and/or assume senior positions in the health care sector (e.g., district health officers, hospital administrators, etc.) and make significant contributions to the health and wellbeing of the Israeli public.

Our MPH-International Program is well-recognized globally (with nearly 800 graduates in 90 countries), many of whom hold senior local, national and international positions. The MPH-International training experience prepares graduates to take up key positions as leaders and teachers in the field of public health in their home countries. Graduates encounter little difficulty in securing challenging and meaningful post-MPH employment. Our MPH-International alumni can be found in academia in leading universities worldwide, government service at all levels including federal ministers of health, in the national and international non-governmental sector, in clinical practice, and in industry. They make important contributions to the health of the people in their countries in areas such as HIV, malaria and tuberculosis prevention and control, prevention and treatment of heart disease, diabetes and other non-communicable diseases, and combating malnutrition and tobacco use. Quite a large number of our alumni continue on to PhD programs in leading universities across the globe such as London School of Hygiene & Tropical Medicine, Erasmus University, Karolinska Institutet, Göteborg University, Harvard University and McMaster University.

All MPH-International students from developing and transition regions are accepted into the program with a scholarship (US$36,000 in 2013/2014) that covers virtually all expenses associated with studying and living in Israel. Over the years, these scholarships have been made available through funding from the Israel's Agency for International Development Cooperation (MASHAV) of the Israeli Ministry of Foreign Affairs that was central in the establishment of the MPH-International program, the Open Society Institute (Soros Foundation, New York), the Legacy Heritage Fund Ltd, and other donors. Today, scholarship funding is generously provided by the Pears Foundation, MASHAV, HUJI and its American and British Friends associations and other funding agencies such as Rotary International. In 2011/2012, the Peres Center for Peace awarded three scholarships for Palestinian students.

Trends in accepted vs. enrolled candidate numbers

Until about a decade ago, the Braun School was the only school of public health in Israel and all persons whose job required a MPH degree (e.g., district health officers) studied in our program. Today, with three other schools of public health in Israel and MPH-equivalent programs offered in several universities and colleges, enrolment in our Hebrew-language programs has decreased in recent years. To enhance the attractiveness of our programs we engaged in a major restructuring of our teaching by concentrating the curricula of the Hebrew-language programs to one day per week from the traditional two-day per week schedule. Our goal was to increase the numbers of students entering our MPH and MHA programs to 40 students, without compromising the high academic level for which we are recognized. The revised curriculum went into effect in the current 2014/2015 academic year, and we exceeded our target with a combined first-year class of over 60 students.

In keeping with our vision of attracting students from a broader range of disciplines, we established in 2012 the MVPH program, and are currently exploring the possibility of opening a specialized track in environmental health within the MPH-Israeli program in partnership with Hebrew University's Advanced School for Environmental Studies.

The size of the MPH-International class fluctuates annually between 20-28 students depending on the number of scholarships at our disposal to award each year to students from developing countries, and on the number of non-scholarship students from North America and/or Western Europe. We receive 100-120 applications annually.

4.2.1 The vast majority of our students is able to successfully complete all academic requirements within the specified time frame and are awarded their degrees. The Academic Coordinator monitors the academic performance of all students (based on course grades) and teacher feed-back. In addition, student progress in the MPH-International program is also monitored through group and individual meetings between students and the Program Director. Students who are identified by the Academic Coordinator or by teachers as requiring learning support are provided with extracurricular tutoring. Learning support is also provided in response to a student's individual request. Students who fail an exam are offered an opportunity to retake the exam.

4.2.2 Few students have withdrawn from the MPH programs. In 2012/2013 two students withdrew from the MPH-Israeli program upon realizing that the program was not suitable for them. In 2013/2014, one student withdrew for reasons of program suitability, one student withdrew temporarily due to childbirth and plans to return, and a third student finished the year but due to employment responsibilities will continue the program at a later time.

As for MPH-International students, in 2012/2013, no student withdrew or prolonged their studies. In 2013/2014, one student withdrew for family/personal reasons, one student did not complete all the courses successfully (she has been invited to return to Jerusalem next year to retake the failed exam), and three thesis students have extended their studies into the second year. As of March 2015, one of these three students has successfully defended her thesis and has completed her degree, one submitted her thesis and awaits the oral defense (in March 2015),, and the third has yet to submit her thesis.

4.2.3 Special Needs Students: According to Hebrew University policy and guidelines, resources are in place for students with special needs related to the learning process (such as extra exam time) and general needs.

4.3 The School provides accessible counseling services for personal, academic and professional development of students. MPH-Israeli students have access to all HUJI services offered in Hebrew and Arabic. At the start of each academic year the MPH-International class meets with a professional student counselor who remains available to them throughout the academic year. The Program Director arranges for appointments or meetings with specialized health consultants for the international students if required (e.g., diabetes management, eating disorder).

4.4 Communication Tools

4.4.1 The School manages a website in English and in Hebrew with information on educational programs, conferences and other academic events. These websites provide information regarding courses, admission requirements, schedules, teacher profiles and other relevant information. HUJI maintains websites with comprehensive information for potential entrants and enrolled students. In addition, the School administers a Facebook page for students. The MPH-International site is: https://www.facebook.com/imph.huji.

4.4.2 HUJI regulations with regard to program regulations, examinations, grading, etc. can be found in English and Hebrew. For English see: http://academic-secretary.huji.ac.il. HUJI provides a closed site, accessible to students only, with information related to student affairs linked through that site. Material on this site is in Hebrew with some links translated to English.

Upon admission, MPH-International students are provided with a student guidebook outlining HUJI and School policies and other relevant personal and academic information.

4.5 As most MPH-Israeli students are employed prior to and during their studies, the School does not provide formal employment counseling for MPH alumni. Information on opportunities for professional development is provided on an informal basis through contact with School

faculty members and external teachers who maintain positions in government ministries, universities, research centers and hospitals. Announcements of job openings are posted on bulletin boards in the School and around campus. In addition, HUJI maintains an online employment search board (in Hebrew) for students.

Professional development for MPH-International alumni is strongly supported by the Pears Foundation. The Foundation supports two part-time positions for alumni academic support and communication. In addition to regional conferences/workshops in sub-Saharan Africa, the Alumni Academic Coordinator oversees two annual Pears funding initiatives: Seed Grant Funding (five per year – now in its second funding round) and alumni-to-alumni Mentorship (five per year – first funding round). For the Seed Grants, Alumni are invited to submit proposals for a public health research project undertaken within their own country or region as a 'start-up' project with a US $5,000 award. These proposals undergo academic review and, upon acceptance, are monitored by the Alumni Academic Coordinator. The projects are expected to result in material that can be published in academic peer-reviewed journals or other relevant professional media. The Mentorship program serves to link established senior alumni with junior/recent alumni on specific projects, programs or learning outcomes. A Mentor is awarded US$1,000 for a one year commitment to the mentee.

The Alumni Communications Coordinator administers a dedicated alumni Facebook page and produces a quarterly alumni newsletter. Alumni provide career and personal updates to the Coordinator who distributes information as appropriate and upon request. This active network facilitates professional career development and lifelong learning. The Alumni Facebook page is at: https://www.facebook.com/imph.huji.

4.6 The School follows HUJI policies with regard to personal data protection. Student records have restricted access.

CRITERION 5: HUMAN RESOURCES AND STAFFING

5.1 Staff recruitment policy

Recruitment policies, procedures and standards for tenured and adjunct faculty are set by the University. For new positions/appointments, the Rector and President of the University allocate a certain number of academic positions annually to each faculty. The distribution of these positions/appointments within each faculty is at the discretion of the respective Dean. The recruitment process to fill an academic appointment in the School begins with a request by the School Director to the Dean of the Faculty of Medicine in keeping with the institutional mission and goals. Upon the Dean's approval, a public call for candidates is released. Potential candidates submit their application package which is reviewed by the Faculty's "Screening Committee". An approved candidate is invited to present a seminar/lecture in the Faculty, and the applicant's file is then reviewed by the Faculty's "Appointment Committee". Applicants who receive a favorable review are then forwarded by the Dean to the Rector and the President for final approval by the University's Appointment Committee.

External teachers, many of whom teach in other Universities or are senior public health practitioners, are paid on a per course, per credit basis at an hourly rate set by HUJI teaching payment policies.

In principle, according to the legally-binding agreement between HUJI and the HMO, HMO is required to fund a certain number of positions in the School. The ongoing financial crisis of the HMO has severely mitigated the ability of HMO to meet the terms of this agreement.

5.2 As our faculty and teaching numbers indicate below in relation to the programs offered by the School, at this present time we have a core of academically qualified and experienced teaching staff in sufficient numbers. In the near future, the School needs to address the number of expected retirees and recruit accordingly.

Faculty are required to teach a certain number of hours in accordance with university policy and their particular appointment. This information is reviewed by HUJI administration and by the National State Comptroller. As the University receives government funding, reporting to the National State Comptroller is legally required and binding.

In addition to the School Faculty numbers listed below, the School presently employs external teachers to deliver courses within its teaching programs.

Virtually all School teaching staff (including external teachers) hold a PhD degree or an MD with an MPH or equivalent in a Health Sciences/Epidemiology field.

There are currently four persons at the School classified as “technical support staff”. All of these individuals conduct research and are required to teach, albeit without academic appointments.

5.2.1 While the tables below demonstrate an appropriately qualified teaching cadre across our Master-level programs currently, the stability of this cadre is addressed below.

Table 5.2.1a: School Faculty Members by Academic Rank (as of Sept. 2013)

HUJI Appointments	**Areas of Expertise**
Full Professors	
Prof. Elliot Berry	Effect of nutrition on cognitive function; Weight regulation disorders; Patient responsibility in management of lifestyle diseases
Prof. Yechiel Friedlander	Genetic and cardiovascular epidemiology; Nutrition, metabolism & obesity
Prof. Orly Manor	Biostatistics; Social inequalities; Cardiovascular health and disease; Methodology of longitudinal studies
Associate Professors	
Prof. David Chinitz	Health policy and management; Qualitative research methods; Comparative health systems; Health reform
Prof. Amir Shmueli	Health economics; Health inequality; Economic evaluations of medical technologies; Incentives in health markets
Prof. Yehuda Neumark	Epidemiology of alcohol/drug use and misuse; ICT and health promotion among young adults
Prof. Ram Weiss	Obesity and insulin secretion; Insulin resistance and lipid partitioning; Gut hormones and their effect on metabolism
Senior Lecturers	
Dr. Sasha Kiderman (Clinical)	Family Medicine; Folliculitis; Urinary incontinence during upper respiratory infection
Dr. Amnon Lahad (Clinical)	Family Medicine; Primary care; Low back pain; Physicians' behavior; Genetics of breast and ovarian cancer
Dr. Daniel Sperling (half-time)	Ethics and law; End-of-life care and decisions
Lecturers	
Dr. Hagit Hochner	Genetic and cardiovascular epidemiology
HMO Appointments	
Prof. Meir Brezis	Quality and safety in healthcare; Quality of care at the end of life; Transition of Care
Prof. Avi Israeli	Health policy, management, economics and administration; Organization and quality of health services and systems;
Prof. Ora Paltiel	Clinical epidemiology; Cancer epidemiology
Dr. Ronit Calderon	Womens' health; Cancer and cardiovascular epidemiology; Environmental health
Dr. Hagai Levine	Mens' health; Environmental epidemiology; Control of communicable diseases; Health promotion; Smoking prevention
HUJI Adjunct Appointments	
Prof. Alex Leventhal	Public health administration, policy and implementation
Dr. Emilia Anis	Prevention and control of communicable diseases; Vaccination; Outbreak control
Dr. Chen Zamir	Childhood vaccination; Perinatal and neonatal morbidity/mortality; Outbreak control
Emeritus	
Prof. Joseph Abramson	Epidemiology & Biostatistics
Prof. Jacob Bar-Tana	Nutrition
Dr. Milka Dunchin	Occupational health; Planning, development and evaluation of health promotion programs; Healthy Cities research
Prof. Leon Epstein	Health services planning and evaluation; Quality of care; Primary health care; Epidemiological basis for decision-making
Prof. Jeremy Kark	Cardiovascular, diabetes and cancer epidemiology
Prof. Abraham Konijn	Nutrition
Prof. Elihu Richter	Environmental and occupational health; Injury prevention; Child labor; Genocide
Dr. Ronny Shtarkshall	Health behavior; Health promotion; Sexuality; reproductive health; AIDS & STIs
Prof. Ted Tulchinsky	Health systems organization

Table 5.2.1b: School Faculty Count 2007-2021 (assuming no new hires)

	Beginning of Year		Retirement		New hires	
Year	**HUJI***	**Hadassah**	**HUJI***	**Hadassah**	**HUJI***	**Hadassah**
2007	9.0	8	0	1	1	0
2008	10.0	8	1	1	1	0
2009	9.5	7	0	0	0	0
2010	9.5	7	0	1	0	0
2011	9.5	6	0	1	0	1
2012	9.5	6	0	0	1	0
2013	10.5	6	0	1	0	0
2014	10.5	5	1	0		
2015	9.5	5	0	0		
2016	9.5	5	1	1		
2017	8.5	4	0	0		
2018	8.5	4	1	0		
2019	7.5	4	1	0		
2020	6.5	4	1	1		
2021	4.5	3				

* Salaries of 2 HUJI faculty members are paid by Clalit Health Services.

5.2.2 As presented in the table below, the Faculty/Staff teaching profile reveals an increase in the reliance upon external teachers over time.

Percentage of Teaching Hours by Appointment Category in the past three years:

	2012-13	2013-14	2014-15
MPH-Israeli:			
Tenured & Adjunct Faculty	65%	68%	48%
External Teachers	27%	26%	45%*
Teaching Assistants (PhD cand.)	8%	6%	7%
MPH-International:			
Tenured & Adjunct Faculty	54%	51%	42%
External Teachers	42%	46%	54%
Teaching Assistants (PhD cand.)	4%	3%	4%

*Core Faculty on Sabbatical

5.2.3 Teaching staff qualifications: Virtually all School teaching staff hold a PhD degree or an MD with an MPH or equivalent in a Health Sciences/Epidemiology field.

5.2.4 The Staff:Student ratio shows a recent decline in the MPH-Israeli program, and a stable ratio in the MPH-International program, as seen in the table below.

	2012-13	2013-14	2014-15
MPH-Israeli	1.7:1 (26:15)	1.6:1 (31:20)	1.1:1 (31:29)
MPH-International	1.0:1 (28:28)	1.3:1 (28:22)	1.3:1 (29:21)

5.3 Faculty Multidisciplinarity: As demonstrated in Table 5.2.1a above, School faculty represent a broad range of public health disciplines including: epidemiology, biostatistics, medicine, nutrition, health promotion, community development, education, history of public health & epidemiology, sociology, environmental health, health behavior, sexual/reproductive health and sexuality, maternal & child health, communicable and non-communicable diseases, health economics, health systems organization, policy, and ethics. The teaching curricula and research agendas of the School attest to a commitment to cross-disciplinary public health thinking, teaching, training and practice.
Members of the School teaching staff originate from and have been trained in many corners of the globe including North and South America, South Africa, Europe, and Israel. These diverse personal and professional backgrounds bring a richness and breadth to the teaching and research conducted in the School.

5.4 HUJI is first and foremost a research institution aspiring to excellence in cutting-edge research. Academic promotions are granted primarily on the basis of research activity and success. As stated above, all tenure-track faculty appointments include a teaching requirement. The School supports active involvement of faculty in Public Health research through provision of an administrative, secretarial and physical infrastructure that promotes research activity.

5.5 In keeping with the School's commitment to engaging in public health research practice and service alongside research and teaching, our faculty members work to ensure that national public health policies are evidence-based and in keeping with best public health practice. One recent example of this was the involvement of a number of faculty members who lobbied against the cessation of the national fluoridation program. They met with numerous members of parliament, participated in several parliamentary committee meetings, expressed their views in the public and professional media, and lobbied municipal and national government officials.

5.6 The School follows HUJI policies and procedures with regard to the evaluation of teaching staff. In addition to students' course and teaching evaluations, peer-evaluations of faculty teaching are carried out as required for promotion or other purposes.
The School strongly supports professional development among all staff but does not have a budget to finance professional development. The university offers professional development workshops on a range of topics related to teaching (e.g., teaching large groups, bedside clinical teaching, exam preparation, preparing lecture materials). Similarly, administrative staff can register for professional development courses such as office management, Excel and other software programs, web-design, etc.
The School began a Curriculum Review process in September 2014 that also includes presentations and seminars for our teaching staff presented by invited professionals in education and pedagogic development. The School is committed to supporting teaching staff in the development of competency-based learning outcomes for course preparation and delivery in all programs.

5.7 As mentioned above, academic and administrative appointments and promotions are strictly regulated by HUJI policies and procedures. http://academic-secretary.huji.ac.il/mini/minuyim/?cmd=mini.322

Current postings for the Faculty of Medicine:
https://medicine.ekmd.huji.ac.il/En/AboutTheFaculty/academicPositions/Pages/default.aspx

HUJI policies on administrative staff appointments and promotions: https://new.huji.ac.il/en/links/499

5.8 The School has appropriately qualified administrative support staff for both MPH programs. The increased enrollment in the MPH-Israeli program may require an additional support staff post/person.

Administrative staff are hired in accordance with HR policies established by HUJI and/or HMO. Policies for promotion rest with these same organizations in consultation with the School Director.

The School administrative staff comprises a School Secretary who assumes overall responsibility for administering School budgets and personnel, purchasing/ordering, routine clerical and administrative functions, coordination and implementation of office procedures and specific projects, and 3 administrative support personnel/secretaries.

A Secretary for Student and Teaching Affairs for the MPH-Israeli Program is responsible for administrative duties with regard to admissions, student contact on academic matters, preparation of materials, compilation of data and information on students and alumni.

The MPH-International Program Secretary for Student and Teaching Affairs has similar responsibilities.

The MPH-International Program Administrator is responsible for administering Program budgets and personnel, purchasing/ordering and routine administrative functions.

In addition, the MPH-International program maintains a part-time Social Coordinator responsible for issues related to student welfare and social-cultural activities. The Pears Foundation supports two positions for academic activities and communication with MPH-International Alumni.

The School's Academic Coordinator is responsible for coordinating educational activities and teaching staff, interfacing with students and staff, and scheduling the courses and classes in the various Master-level programs.

This secretarial/administrative team meets the current needs of the School and the educational programs.

CRITERION 6: SUPPORTIVE SERVICES, BUDGETING AND FACILITIES

6.1 Within HUJI, as within most academic institutions, funding is tight. The School, like all HUJI academic units receives funding the university via the Faculty of medicine to cover the costs of external teachers and administrative staff and selected non-teaching activities (e.g., APHEA accreditation). Tenured faculty are directly salaried from HUJI and HMO. Many of the School's expenditures are subject to authorization by the Dean and/or the Financial Officer of the Faculty of Medicine who also authorize the School's annual budget (prepared by the School Director based on anticipated and actual costs) and monitor the School's financial activities.
The School's activities are designed and implemented in accordance with available funding, and at the present time, funding is adequate to maintain the current School programs and activities.

6.2 HUJI provides an excellent service with regard to learning resources and libraries. In addition to libraries on each of the three University campuses in Jerusalem, the National Library is situated on the Givat Ram (central Jerusalem) campus. All resources can be accessed electronically through online web-links. Free orientation sessions are offered in each library throughout the academic year, including a summer semester on some campuses. Information in English for the Berman Medical Library (situated on the HUJI-Hadassah campus in close proximity to the School) can be found here: https://library.ekmd.huji.ac.il/Pages/home.aspx. The library is open and staffed until 22:00 most evenings. Library facilities include learning rooms for small groups, quiet rooms, a breastfeeding room, etc.

6.3. The School and the Faculty of Medicine provide appropriate and well-equipped learning facilities. All classrooms and lecture halls are equipped with audio-visual capabilities and computers with online access.

6.4 Students have access to all facilities of HUJI on all campuses. The main Faculty of Medicine Computer Laboratory (with over 200 computer terminals) is open from 08:00-22:00 Sunday through Thursday (in accordance with HUJI and national schedules). Computer support/advisory staff are available during operating hours and online through the University's web-links. Additional computing facilities are available in the library and in other venues throughout the campus.

The two other HUJI campuses in Jerusalem have fully-equipped modern sports and physical fitness centers. These facilities are available to students although the membership fees are relatively high for students living on a stipend. Plans to build a sports complex on our campus have yet to be materialized.

Courses on software programs are offered in the Library Computing Center through the academic year. MPH-International students have dedicated courses arranged for them to accommodate their academic timetable. Each MPH-International program student is provided a laptop computer on loan for the academic year.

6.5 Student welfare and accommodation: The large administrative support team of the MPH-International program ensures that our students are comfortable and well looked after during their year at the School. Most The MPH-International students live in comfortable shared

apartments on campus. The apartments are the property of the HMO and are rented on an annual basis by the program (through the scholarship mechanism). All housing and accommodation arrangements (including furnishings, utilities and maintenance) are handled by the Program Administrator. The Social Coordinator monitors the students' welfare and when necessary brings the more-serious issues to the attention of the Program Director.

Weekly meetings of the MPH-International team ensure timely exchange of information and responses to issues that arise.

MPH-Israeli students do not live on campus and accommodation is neither arranged nor provided for them. While the School is actively interested in the welfare of its Israeli students, active monitoring and intervention is less relevant as most rely on their families and local social networks for social support.

CRITERIA 4, 5, AND 6 STRENGTHS AND CHALLENGES

Criterion 4

Strengths:

The School's greatest strength is the formation and maintenance of bonds of mentoring and respect among teaching staff, administrative staff and students. During their programs of studies, students have open access to all staff through individual meetings, email or telephone. The bonds are stronger within the MPH-International program than the MPH-Israeli program as international students share living-space on campus and learn together for 12 months. They participate as a group in numerous organized social-cultural and educational activities including site visits to public health facilities, tours to various parts of Israel, celebrations of local holidays, lecture series on various aspects of life in Israel (legal systems, demography, geography/archaeology, etc.) and home hospitality visits.

The School is fortunate to have dedicated staff for alumni academic and networking through funding from the Pears Organization. We hold regional Alumni conferences and meetings in sub-Saharan Africa. The School actively engages with international programs on other HUJI campuses to facilitate knowledge exchange, multidisciplinary academic exposure, and networking with international and Israeli students.

Given their limited presence on campus (classes are held one day a week and most students are employed and have families), MPH-Israeli students have more limited personal encounters with each other and with School staff.

Challenges:

Our up-to-date and comprehensive database of our MPH-International students and alumni enables regular and long-term follow-up. This is less well developed for the MPH-Israeli students and alumni and has hampered the development of a sustained relationship with them. In recent months, much time and energy has been invested to update our database in anticipation of the MPH-Israeli alumni conference scheduled for October, 2015.

The Admissions Committees for the various programs are concerned with the level of quantitative background of many potential entrants. The School is considering offering an online foundation course in basic statistics and epidemiology that could be completed by potential entrants prior to admission to improve academic performance in the quantitative courses.

Recent years have seen a downturn in the number of highly competitive potential entrants to the MPH-International program. This is likely due to the increase in the number of Schools of Public Health offering international degrees. Many of these schools complete their admissions procedures considerably earlier in the year than does the School. To address this challenge, the MPH-International program has introduced an online application process for the 2015/2016 academic year to facilitate early and timely responses to potential entrants.

Criterion 5

Strengths & Challenges:

A major strength of the School is its ability to deliver graduate programs in line with its mission statement on the foundation of highly qualified and experienced public health teachers and researchers. However, the School is extremely under-staffed in academic personnel and relies heavily on 20 external teachers to help meet the teaching demands of the Israeli and International programs and our teaching commitments elsewhere in the Faculty of Medicine.

Incorporation of external teachers (some of whom are alumni of the School) brings the real world of public health practice to the classroom. At the same time, we are also aware of the uncertainties this situation creates in terms of guaranteeing long-term employment, sustainability and continuity of teaching staff.

Areas in which the School currently faces a shortage of academic personnel or will be facing a shortage in the next few years include health promotion, health economics, statistics and nutrition. These disciplines are pillars of a comprehensive and coherent teaching curriculum and research program of any school of public health and these faculty gaps must be filled in the very near future to ensure the School's sustainability.

Teaching staff have access to various professional development programs through HUJI.

Criterion 6

Strengths & Challenges:

From the School perspective, supportive services are adequate for students in all programs. The MPH-International students require more attention and services than do the MPH-Israeli students. The School has adequate administrative support staff to meet the needs of our international students.

The Hebrew-language programs have grown in number and student numbers have also increased. Within the MPH-Israeli program alone, the numbers have doubled between 2013-2014 and 2014-2015. We anticipate that the administrative and support staff positions and classroom space will have to increase in parallel to meet the needs of the student and teaching staff populations in the coming years.

CRITERION 7: INTERNAL QUALITY MANAGEMENT

The School administers an internal system for assuring quality and supporting policy development, decisions and actions.

7.1 School faculty (internal and external), staff, students and alumni are involved, as appropriate and when required, in the School's developmental planning and processes.
The School Development Plan 2013-2020 is evidence of a collaborative and consultative process to assess policy development, decisions and actions and to identify the areas that require immediate and long-term attention/response.

Note: Two categories in the templates provided (Committee of Examiners and Labour market/employers) are not relevant to the School and have been removed for Templates 7.1.a and 7.1.b below.

Template 7.1.a: Involvement of stakeholders within the quality assurance system of the School

	School Director/ Governing Committee	Students	Alumni	Staff	Educational Committee
Strategic development	4	1	1	3	1
Program management	3	2	2	4	4
PR and program info.	3	3	2	3	2
Facilities and housing	4	2	1	3	1
Staff employment	4	1	1	3	3
Counselling for students	2	4	1	3	3

KEY: 1= not at all influential; 2=slightly influential; 3=very influential; 4=extremely influential

Template 7.1.b Involvement of stakeholders in the quality assurance system of MPH Programs

	Program Director	Students	Alumni	Staff members	Educational Committee
MPH-International Program					
Program aims	3	1	2	1	2
Final qualifications	3	1	1	2	4
Learning objectives	3	2	3	4	3
Content modules	3	3	3	3	3
Assessment	3	3	2	2	3
MPH-Israeli Program*					
Program aims	3	1	1	1	2
Final qualifications	3	1	1	2	4
Learning objectives	3	2	1	4	3
Content modules	3	3	2	3	3
Assessment	3	3	1	2	3

KEY: 1= not at all influential; 2=slightly influential; 3=very influential; 4=extremely influential
***The School Director carries out the functions of the Program Director for the MPH-Israeli Program

7.2 HUJI and the School administer a regular and systematic data collection of student and staff feedback concerning the School and programs. Adjustments to course schedules and the introduction of new programs are evidence of a response to these data and feedback.

7.2.1 HUJI maintains a university-wide online course evaluation system to which all students are requested to input their evaluations at the completion of each course. The results are summarized and sent to the respective teachers. The School Director has access to these reports and reviews them to ensure that the high standards of teaching and learning are being maintained. In addition, the School provides a monitoring assessment tool (in Hebrew and in English) for teachers to request student feedback at mid-term. The Student-Teacher Committees for the various programs provide timely feedback about individual courses and teachers, and the overall programs.

The MPH-International Program Director and Academic Coordinator meet with the students as a group twice per semester to obtain feedback on the program. In addition, the Program Director meets individually with each student twice per semester. The Pears Foundation meets with their scholarship students independently and requests both a written evaluation and a group evaluation through an end-of-year meeting. Each MPH-International student is asked, at the time of graduation, to complete a detailed evaluation of the entire MPH-International program experience. These evaluations are summarized by the Academic Coordinator and reviewed by the Program Director and School Director. Recommendations are brought to the MPH-International team and teaching staff for action as required.

7.2.2 Over the years, the School has held retreats for the purpose of consideration and evaluation of the School's mission, aims, and educational programs. Throughout the academic year meetings are held by the EEC to monitor and review School programs. Summaries of decisions taken by the EEC are presented to the Academic Council for discussion and approval.

7.2.3 The feedback and recommendations elicited from the various evaluation activities are incorporated into the curricula of the School's program. Examples of this include course and program revisions that have been put into effect in recent years including the opening of new courses such as the Mental Health course in the MPH-International curricula, and the Disaster Management course in the MPH-Israeli program. Teaching assistants were incorporated into some courses upon student recommendations. Changes in individual courses and programs are shared with student representatives in the Student-Teacher Committee meetings, who then disseminate the information to their peers.

7.4 An ASPHER Public Health Education European Review (PEER) was undertaken in 2002-2003. [The recommendations of the PEER review team are made available in the Resource File.] The PEER review team made recommendation in the following nine areas:

1. Development and Mission: The School continues to encourage participation of staff in planning and development.

2. External environment: The School has met the recommendation for collaboration with other departments in HUJI and across the public health landscape in Israel.

3. Internal organizational environment: Issues of space organization remain.

4. Teaching staff: The School remains in a manpower deficit and recruitment of new researchers/teachers remains a top priority for the School.

5. Students and Graduates: The School has revitalized its MPH-International Alumni network and is in the process of doing the same with the MPH-Israeli alumni.

6. Training Programs: Program innovations and curriculum changes have responded to the recommendation for increased emphasis on health services research, health administration and policy and health promotion while retaining the School's emphasis on epidemiological and statistical sciences. The curricula remains heavily weighted to core courses with little choice for elective course selection especially for students in the thesis tracks.

7. Teaching and Learning Facilities: In 2006, the School relocated to a much improved physical space, although our various departments and units remain dispersed across the campus. This hinders the functioning of the School as a cohesive, unified academic unit.

8. Research: Research projects that speak to major areas of public health importance are in place. Recent years have seen an increase in the development of "hubs" of researchers working in collaboration on specific research topics (e.g., environmental health).

9. Institutional Quality Management System: A formal quality assurance procedure has not yet been put into place at the institutional level. Procedures exist at the program and course level. The national Council of Higher Education carries out institution and program reviews of all Israelis institutions of higher learning although a review of schools of public health and colleges that offer MHA degrees is yet to be carried out.

STRENGTHS AND CHALLENGES FOR THE SCHOOL:

Summary of strengths

The following have emerged from this self-study as distinctive areas of strength at the School:

• The School has achieved excellence and international recognition for its research and training. School teaching staff and researchers have earned national and international reputations for their commitment to public and population health in their scholarship, research, advocacy and teaching. Traditional metrics such as publications and citations, grant funding, awards, and participation on national and international committees and global health organizations speak to the strength of the School staff. Teaching staff have both an emotional and intellectual commitment to the success of the School, the educational programs they deliver and the students who learn in these programs.

• The excellence of School graduates is reflected in their contributions to public health practice and research and the leadership roles they play within their home country, including Israel, and regional and international institutions.

• The School offers a broad range of educational programs and courses relevant to public health practice and research. The curriculum provides a mixture of breadth in public health core disciplines and content, as well as methodological and substantive depth within a range of specialties. The integrating course, Community-Oriented Primary Care, reinforces the importance of local, community-level understanding and analysis of public health challenges in order to design appropriate public health solutions.

Summary of challenges

The following have emerged from this self-study as areas requiring further attention and improvement:

• Recruitment: Currently, the School is extremely under-staffed in academic personnel. We hire more than 20 external teachers each year to help cover the teaching demands of the Israeli and International programs and our teaching commitments elsewhere in the Faculty of Medicine. While the involvement of external teaching staff has strengthened the foundations of public health teaching, there must be a visionary commitment on the part of the joint host institutions to maintaining the School's excellent reputation and sustainability through targeted faculty recruitment. Furthermore, the School is understaffed in the area of statistical support staff to assist researchers and students.

• Much has been accomplished in the realm of curriculum development and responsiveness to changing public health needs. At the same time, the curriculum as a whole and specific courses must undergo careful and continuous monitoring to ensure the growth and relevance of our traditional and novel programs and courses. Teaching staff must receive support in order to maximize their potential, address increased enrollments and develop a competency-based public health educational academic environment.

• Teaching staff have been introduced to the importance of a methodological rationale underpinning the need for clear learning objectives and assessment strategies that reflect

program competencies. The School is committed to continuing and strengthening this process with our teaching staff.

- The growth of schools of public health and institutions that offer public health related degrees in Israel and globally requires the School to maintain the attractiveness and visibility of our educational programs. This challenge must be balanced with the School's mission to maintain the highest possible standards of public health teaching and training.

- The School depends on funding from HUJI, HMO and scholarship funders. Especially in light of the ongoing financial difficulties facing HMO, additional efforts must be made at the institutional and School levels to procure sustained fiscal support for student scholarships and extra-curricular activities of the School (e.g., the MPH-Israeli alumni conference scheduled for October, 2015).

The Hebrew University of Jerusalem

האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

חיפוש בשנתון האוניברסיטה לשנת תשע"ו

סגור חלון

הדפסה קורסים מסומנים

בריאות הציבור ורפואה קהילתית (0603)
אפידמיולוגיה וביוסטטיסטיקה מסלול מחקרי (8603)

שנה ב'

הפקולטה למדעי הרוח :אחר

74445 | עבודת גמר בלימודי מ"א — **MASTERS THESIS**

סמסטר א' או/ו ב' | 0 נ"ז | 0 ש"ש | עבודה בכתב

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
	מטלה	(א)	סמסטר א				
	מטלה	(ב)	סמסטר ב				

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98437 | פגישות מחקר לדיון על עבודות גמר בבריאות הציבור — **RESEARCH FORUM FOR DISCUSSION OF DISSERT.**

שנתי | 2 נ"ז | 1 ש"ש | בחינה בכתב | משך הבחינה: 2.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
פרופ רונית קלדרון	סמ	(א)	סמסטר א	יום ד'	18:00-17:15	פעם בשבועיים	ס סגל (עין כרם)
ד"ר חגית הוכנר			סמסטר ב	יום ד'	20:00-18:15	פעם בשבועיים	ס סגל (עין כרם)

הערה: חובה למסלול עם תיזה יינתן פעם בשבועיים.השיעור מתקיים בסמסטר א' בין 16:45-18:15 ובסמסטר ב' בין 18:30-20:00

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98816 | הגנה על עבודת גמר — **FINAL EXAM - M.A.**

שנתי | 0 נ"ז | 0 ש"ש

אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
	מטלה	(א)	שנתי				(עין כרם)

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית - תכנית בינ"ל

95142 | פרקים נבחרים באפידמיולוגיה — **SELECTED TOPICS IN EPIDEMIOLOGY**

הקורס אינו מתקיים השנה

סמסטר ב' | 2 נ"ז | 1 ש"ש | בחינה בכתב | משך הבחינה: 2.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98435 | שיטות סטטיסטיות לניתוח שיעורים ויחסים — **STATISTICAL METHODS FOR ANALYSIS OF RATES**

סמסטר א' | 2 נ"ז | 1 ש"ש | בחינה בכתב | משך הבחינה: 2.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים | מועדי בחינות

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
פרופ יחיאל פרידלנדר	שעור	(א)	סמסטר א	יום ד'	17:00-15:15		(עין כרם)
גב עינת גרנות	תרג	(א)	סמסטר א				(עין כרם)

הערה: השיעור מתקיים בין 15:00-16:30 בחדר 69 בביה"ס לבריאות הציבור. התרגיל ללא נ"ז. מועדים ייקבעו בהמשך.

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98443 | אפידמיולוגיה של סרטן — **EPIDEMIOLOGY OF THE CANCER**

סמסטר א' | 2 נ"ז | 1 ש"ש | בחינה בכתב | משך הבחינה: 2.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
פרופ אורה פלטיאל	שעור	(א)	סמסטר א	יום ד'	10:00-08:15		ס 102 (עין כרם)

הערה: ד"מ 98405+98430. הקורס למוסמך בלבד

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98450 | אפידמיולוגיה גנטית — **GENETIC EPIDEMIOLOGY**

סמסטר א' | 2 נ"ז | 1 ש"ש | בחינה בכתב | משך הבחינה: 2.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
ד"ר חגית הוכנר	שעור	(א)	סמסטר א	יום ד'	12:00-10:15		עין כרם (עין כרם)

הערה: השיעור מתקיים בכיתה 19 בבית הספר לבריאות הציבור, קומת ביניים (סמוך למשרדי ההנהלה של בית הספר לבריאות הציבור, ליד בית הספר לסיעוד).

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98479 | סדנה באפידמיולוגיה קלינית — **WORKSHOP IN CLINICAL EPIDEMIOLOGY**

סמסטר ב' | 2 נ"ז | 1 ש"ש | בחינה בכתב | משך הבחינה: 2.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
פרופ אורה פלטיאל פרופ אמנון להד ד"ר דן טרנר	סדנה	(א)	סמסטר ב	יום ד'	19:00-14:15		ס תרשיש (עין כרם)

הערה: הקורס יינתן במהלך המחצית הראשונה של הסמסטר בימי רביעי בטווח תאריכים ה-24.2-6.4

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98481 | ניסויים קליניים — **CLINICAL TRIALS**

סמסטר ב' | 2 נ"ז | 1 ש"ש | בחינה בכתב | משך הבחינה: 2.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
פרופ אורה פלטיאל פרופ אורלי מנור פרופ יחיאל פרידלנדר	שות	(א)	סמסטר ב	יום ד'	10:00-08:15		ס ברגמן (עין כרם)

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98486 | אפידמיולוגיה של מחלות מדבקות

סמסטר ב'	2 נ"ז	1 ש"ש	בחינה בכתב	משך הבחינה: 2.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים | מועדי בחינות

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
ד"ר אמיליה אניס ד"ר רועי סינגר	שעור	(א)	סמסטר ב	יום ד'	12:00-10:15		ס 102 (עין כרם)

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98805 | הזדקנות: אפידמיולוגיה ושירותים
AGING: EPIDEMIOLOGY AND SERVICES

סמסטר ב'	2 נ"ז	1 ש"ש	בחינה בכתב	משך הבחינה: 2.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
ד"ר איריס רסולי	שעור	(א)	סמסטר ב	יום ד'	18:00-16:15		עין כרם (עין כרם)

הערה: הקורס יינתן בשפה האנגלית ויתקיים בחדר 18 בבית הספר לבריאות הציבור.: השיעור יתקיים בין 16:45-18:15

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98415 | בריאות האם והילד
MOTHER AND CHILD HEALTH CARE (MCH)

סמסטר ב'	2 נ"ז	1 ש"ש	בחינה בכתב	משך הבחינה: 2.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
ד"ר חן שטיין - זמיר פרופ רונית קלדרון	שעור	(א)	סמסטר ב	יום ד'	15:00-13:15		ס 101 (עין כרם)

הערה: הקורס יינתן בשפה האנגלית

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98460 | ניתוח השרדות
הקורס אינו מתקיים השנה
SURVIVAL ANALYSIS - STATIATICAL METHODS OF RATE

סמסטר ב'	2 נ"ז	1 ש"ש	בחינה בכתב	משך הבחינה: 2.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98478 | שיטות מחקר איכותניות בתחומי הבריאות ובריאות הציבור
QUALITATIVE METHODS IN HEALTH AND PUBLIC HEALTH

סמסטר א'	2 נ"ז	1 ש"ש	עבודה בכתב

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
ד"ר סיגל שפרן-תקוה פרופ דוד חיניץ	שעור	(א)	סמסטר א	יום ד'	15:00-13:15		ס סגל (עין כרם)

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98529 | היבטים משפטיים בבריאות הציבור
LEGAL ASPECTS OF PUBLIC HEALTH

סמסטר א'	2 נ"ז	1 ש"ש	בחינה בכתב	משך הבחינה: 2.00 ש'

אתר הקורס / מורה | תכניות לימודים | מועדי בחינות

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
עו"ד דן שפי	שעור	(א)	סמסטר א	יום ד'	15:00-13:15		אולם ד (עין כרם)

The Hebrew University of Jerusalem

ביה"ס למדעי הרפואה :בריאות הציבור ורפואה קהילתית

98807 | אתיקה בבריאות הציבור **Public Health Ethics**

סמסטר ב' | 2 נ"ז | 1 ש"ש | בחינה בכתב | משך הבחינה: 3.00 ש'

סילבוס / Syllabus | אתר הקורס / מורה | תכניות לימודים

שם המרצה	סוג שיעור	קבוצה	סמסטר	יום בשבוע	שעה	מועדים מיוחדים	אולם/קמפוס
ד"ר עתניאל דרור	שעור	**(א)**	סמסטר ב	יום ד'	10:00-08:15		ס סורן (עין כרם)

הערה: הקורס מתקיים בין השעות 8:30-10:00

Is the full Self-Evaluation Report accessible? If 'yes' - to whom it is accessible and to what extent?

The self-evaluation report becomes available, along with the Evaluation Committee’s report, at the Office of Academic Evaluation’s website, accessible by all, after concluding the discussion on the reports at the University’s Academic Policy Committee.