



Hadassah Academic College

President's Report 2017

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Our mission



To offer undergraduate and graduate degree programs in career-focused professions.



To ensure a high level of academic instruction in a supportive learning environment that offers personal attention to each student.



To open opportunities in higher education for all sectors of society.



To foster a multicultural campus environment in a spirit of mutual understanding.



To strengthen Jerusalem by attracting students from all parts of Israel to live, learn, and work in the nation's capital.



To forge academic ties with leading universities and colleges around the world.

40%
of our students
are from
outside of
Jerusalem

85%
of our students
find employment
in their field
upon graduation

Fast facts

50%
of our students are
the first in their
family to pursue a
college education

70%
of our
students are
women

92%
of our students
successfully
complete their
degree

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➤ **I have had the honor and pleasure to be active on behalf of Hadassah Academic College since its creation 21 years ago.**

I have watched the College grow from strength to strength over the years. However, this year's unprecedented growth of 20% in student enrolment is not only the highest in the College's history but far exceeds all other universities and colleges in Israel.

This rise follows four years of consecutive high growth, resulting in a doubling of the College's student body. In that same period, growth at most of the other institutions of higher learning in the country remained nearly flat.

It is clear that this rise is all about jobs. Students from all parts of Israel choose to study at the College in recognition of its career focused academic programs. Indeed, surveys among the thousands of College alumni show that no less than 85% of all graduates are finding employment in their field of study within six months of graduation.

This is particularly significant for the College's students, half of whom are the first in their family to pursue a college education.

Since its founding, the College has been committed to a better and stronger Israel by providing opportunities in higher education for all sectors of society. This is reflected in the College's diverse student body of Israeli Jews of all beliefs and backgrounds; new immigrants from around the world; and Christian and Muslim Arabs. Indeed, anyone who visits the campus can only be impressed and encouraged by the vibrant multicultural environment and spirit of mutual understanding.

David Brodet Chairman



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The College is also making an important and lasting impact on Israel's future through special efforts to reach out to and attract both Arab and ultra-Orthodox "Haredi" students. Inclusion of the Arabs and ultra-Orthodox in the labor market is a major imperative for Israel. Qualifications—meaning a career-focused professional education—are a primary tool for integration into the labor force, not only for finding employment, but for finding high-quality work.

The College is therefore investing great efforts and resources to ensure that students from these two key communities receive all the assistance they need to complete their studies and find rewarding employment. In doing so, the College is offering a better future to these highly motivated young people as well as strengthening their respective communities and the Israeli economy.

All of these accomplishments could not have been made possible without the vision, commitment, and drive of the College's management. On behalf of our Board of Trustees and Executive Committee, I wish to commend our College President, Prof. Bertold Fridlender, and his dedicated colleagues for their positive energy and effective management. I also wish to thank the College's growing number of dedicated friends and supporters from Israel and around the world whose generous partnership is vital to the realization of the College's vision and mission—today, and toward an even brighter tomorrow.



David Brodet
Chairman of the Board

Prof. Bertold Fridlender

President



I once again have the pleasure to present an annual report of activities of an institution that is growing, thriving, and effectively anticipating the fast-changing demands of both higher education and the labor force.

Hadassah Academic College aims to be a leader in educating today's students to become skilled professionals and engaged citizens. Our academic programs are pragmatic and career focused—relevant for today and in anticipation of future trends. We offer innovative degree programs that align with the evolving needs of the workplace and prepare students so that they are ready for work and ready for life. Our educational approach blends new technologies and techniques, knowledge of the workplace, innovation, and fiscal responsibility with a commitment to a high level of academic learning, community involvement, and personal attention.

Students come to us with passion and determination. We teach them what they want to know, and help them understand what they need to know. We provide unparalleled support to

ensure that they succeed. We offer the tools to think and to act, and open opportunities to immediately put their knowledge and training to use.

This year, we reorganized our 12 academic departments into two interdisciplinary schools in order to cultivate cooperation and collaboration between our various disciplines. Our Interdisciplinary School for Sciences, Health, and Society aspires to both serve and learn from Israel's health and science sectors. Our Interdisciplinary School for Society and Community aims to address evolving and anticipated social changes and trends in Israel and abroad. Both Schools are well positioned to educate the next generation of professionals for Israel's rapidly changing economy.

Our undergraduate study tracks combine academic knowledge and valuable professional skills. Our graduate programs expand professional competence, inspire critical thinking, embrace reflective learning, and encourage life-long learning. Both our undergraduate and graduate studies are being enriched by the introduction of new teaching techniques and technologies, thus ensuring their relevance and value in an ever-changing world.

As a career focused institution, we interact with employers to understand their current and future needs and to learn where their sectors are headed. This helps us to ensure that our coursework reflects the true nature of the marketplace. Employers also represent key partners in offering students internships, special projects, and employment upon graduation. Providing these employers with online job postings, participation at job fairs on campus, and other programs connects them to the College, and at the same time educates students about the workplace and employment opportunities.

Our students benefit from the active involvement of our alumni who offer both employment

opportunities to our students as well as serve as important models of success and achievement.

Our talented and caring faculty work and teach with passion, drive, and innovation and move the College forward to realize our mission. Although we are primarily a teaching institution, we increasingly provide opportunities for faculty to pursue original research in their respective fields.

Our extracurricular and volunteer opportunities enrich student life by providing experiences that embrace student development, personal responsibility, the application of life skills and career path development, and commitment to the larger community.

As a result of all these factors, no less than 92% of our students successfully complete their academic degree studies, and 85% of our students secure employment in their field upon graduation. Our students graduate with the capacity to attain leadership roles in their respective professions due to their acquired knowledge and skills as well as their abilities to think critically and creatively and to communicate effectively.

Our College is both privileged and challenged to be situated in the very heart of Israel's capital Jerusalem, a city of diverse communities with

competing claims and interests. As an institution of higher learning that aspires to contribute to a better society, we are committed to fostering a culturally inclusive campus marked by mutual respect and understanding. We recognize that diversity is a reflection of our society and a source of strength. Each and every student, regardless of his/her background, belief, or situation is a respected and valued member of our College community.

Our College operates from a position of financial responsibility. It is only through careful management that we are able to pursue new initiatives and enlarge our student body. All of the above achievements reflect the combined efforts of our dedicated faculty and staff who devote talent and experience to realize our mission. These wonderful colleagues benefit from the strong support of our Board of Trustees and generous friends who ensure that our College has the necessary resources to translate all our dreams into reality.



Prof. Bertold Fridlender,
President



EXECUTIVE SUMMARY

In addition to our educational mission, Hadassah Academic College (HAC) serves as an agent for positive social change. The hallmarks of our success remain unwavering: A focus on employment, personal assistance to students, high academic standards coupled with valuable hands-on working experiences, and contributing in meaningful ways to a pluralist, inclusive environment in the heart of Israel's capital, Jerusalem.

These principles are the driving force behind our unprecedented 20% growth in student enrollment in this academic year and why HAC was voted for the third year in a row as the number one institution at which to study in Jerusalem by an independent, nationwide poll commissioned by the National Union of Students of more than 10,000 students. We are proud of our HAC students who, under the care and guidance of our faculty, serve as personal examples of success and achievement and, in doing so, strengthen Israel's economy and society.

Following are selected highlights of our 2016-2017 academic year.

ADDRESSING A 21ST CENTURY LABOR MARKET

Israel's labor market requires a workforce that exhibits skills beyond specific disciplines. Industries, companies, and organizations require

additional expertise from their employees, including an emphasis on creativity, teamwork, and the ability to think outside the box. HAC has responded to these new demands by restructuring its academic curricula into two interdisciplinary schools:

Interdisciplinary School for Sciences, Health, and Society:

Leverages the burgeoning health industry and sciences in Jerusalem. Includes Biotechnology, Medical Laboratory Sciences, Environmental Quality Sciences, Communication Disorders, Inclusive Industrial Design, Optometry, and Computer Science.

Interdisciplinary School for Society and Community:

Addresses changes and social trends occurring today, in Israel, and abroad. Includes Politics and Communication, Photographic Communication, Management of Service Organizations, Economics and Accounting, and Behavioral Sciences.

Currently in its early stages, this restructuring is designed to provide students with a competitive advantage as they become exposed to more diverse academic content and practicums that will better prepare them for the realities of a dynamic and ever-changing labor market.

HIGH ACADEMIC STANDARDS AND PRACTICAL EXPERIENCE

Because of our rigorous academic standards and career focused learning, HAC graduates are sought after by major employers in both the public and private sectors as they bring highly valued knowledge and skills to the workplace. Three measurable outcomes of success include:

A 92% graduation rate

85% of HAC students find employment in their field within six months of graduation

30-40% of graduates pursue master's and doctoral studies at the leading research universities

A COMMITMENT TO CULTURAL INCLUSION

Multiculturalism is the heartbeat of Jerusalem. HAC rededicates itself each year to reaching out, strengthening, and empowering students from various backgrounds. By providing all students

with a career-focused education, we put them, their families, and their respective communities on a better, stronger path for the future. Students study in an atmosphere of mutual respect as they acquire knowledge and skills that serve them and Israel well. HAC's commitment to diversity is seen in its student body, faculty, academic successes across programs and cultures, and an ever-expanding portfolio of support services:

70% of all students are women, reflecting the College's commitment to advance women in Israeli society and its economy

17% of the student body is Christian and Muslim Arabs, reflecting the College's commitment to opening opportunities in higher education for all sectors of society

More than one-half of all "Haredi" students in Israel enrolled in the Council for Higher Education's national "Machar" program are studying at HAC

One half of HAC students are first in their family to pursue a college education



COMMUNITY OUTREACH & PARTNERSHIPS

HAC's presence is woven into the fabric of Jerusalem. Students volunteer at scores of non-profit associations in both west and east Jerusalem, thus strengthening the city's social foundation. Faculty and students contribute to the city's economy and unique cultural and ethnic flavors through volunteering, outreach, and community education:

Students provide 80,000 hours of community service throughout Jerusalem

The Office of the Dean of Students initiated "Shavuah M'oravut" ("Week of Community Involvement") introducing students to social responsibility

HAC's Optometry department initiated several community outreach education programs designed to provide clinical vision services throughout the city



FACULTY DEVELOPMENT

HAC encourages ongoing and meaningful professional development for its faculty. This includes research and development, workshops, and collaborative projects across disciplines.

HAC's Optometry department became part of a capacity-building consortium that will enhance the department's curriculum to the level required by the European Council for Optometry and Optics

HAC's Photographic Communication department joined a European Union Consortium of Creative Leadership and Entrepreneurship

HAC is the leading partner of the Initiative for Lifelong Learning in Applied Fields (LLAF), which brings together seven Israeli institutions and nine European institutions

New partnerships were created with universities and colleges in Germany, the United States, and Spain

Faculty from HAC's Optometry department lectured locally and around the world, including the United States, Austria, and Spain

The Photographic Communication department hosted a group of 15 students and lecturers from Fulda University in Germany and further visits are planned for later this year of visiting lecturers from the UK

HAC's Inclusive Industrial Design department began a collaboration with Alyn Hospital, a comprehensive rehabilitation center for physically challenged and disabled children, adolescents, and young adults

provide urgently needed classroom and seminar facilities for more than 1,000 students each and every day throughout the year.

We will also open new state-of-the-art clinical teaching laboratories in Optometry to accommodate our regular, Haredi, and new immigrant students. These laboratories will join new teaching laboratories in Biotechnology that began operating this academic year.

As the College plans for the years ahead, we will continue to carefully identify the needs within the workforce and prepare students for the opportunities ahead.

We will ensure that our academic program is of the highest quality so that our students can be competitive in the workplace.

We will continue to serve as an example of social responsibility by opening our doors to underserved populations while maintaining our high academic standards.

We will remain a strong partner in the development of Jerusalem, and in doing so, contribute to the city's standing as Israel's capital and a world center of culture and civilization.

We will continue to foster a learning environment marked by mutual understanding, inclusion, and acceptance.

TOWARD THE FUTURE

We anticipate continued strong student growth in the 2017-2018 academic year. Subject to the authorization of the Council for Higher Education, we plan to introduce an undergraduate program in Social Work to be offered to our regular and Haredi students as well as a master's degree program in Management and an interdisciplinary master's degree in Entrepreneurship.

Our intake of additional students will be facilitated by the opening of the Helmsley Charitable Trust Interdisciplinary Sciences Center. This seven-floor teaching facility, located on a highly visible corner in downtown Jerusalem will



A Commitment to a Culturally Inclusive Learning Environment

As an institution located in the heart of downtown Jerusalem, HAC is dedicated to providing an inclusive learning and working environment for its diverse student body of people of all faiths, and ethnic and cultural backgrounds.

Each year, HAC pro-actively reaches out to all communities and sectors within Israeli society to offer learning opportunities as the key to social advancement. Indeed, one of the reasons that the College has experienced ongoing and strong growth in enrollment is that young people of all backgrounds feel welcomed on campus, with assistance provided by a caring faculty and staff dedicated toward their full completion of studies and successful entry into the workforce.

A campus marked by tolerance and inclusion respects students' backgrounds and beliefs, and ensures that all students can participate fully in classes; be provided the tools to study more effectively; achieve top academic results; experience less stress; and enjoy enhanced career prospects.

It is for these purposes that HAC's Challenge Center, Career Counseling Center, and the Office of the Dean of Students employ specialized counselors and advisors who understand the needs of students from diverse backgrounds, and provide opportunities for students to interact with each other in meaningful ways.



The professional staff of the College's "Challenge Center" includes Arabic-speaking advisors to assist minority students; an Ethiopian-Israeli advisor to assist the College's growing Ethiopian student body; and male and female ultra-Orthodox "Haredi" advisors to serve the College's "Campus Strauss" students.

These advisors are in addition to the Center's special counseling services for new immigrant students; students with learning and/or physical disabilities; and students who seek or require mental health counseling.

In addition to individualized counseling and personal mentoring, the Center offers workshops that address and advance cultural sensitivity. This academic year, cultural awareness workshops were offered to female students enrolled in the departments of

Optometry and Communication Disorders focusing on clinical service situations they will encounter in pursuing their profession. First-year Arab students were provided a special orientation prior to the start of the academic year to provide them with information about campus life, living in Jerusalem, and challenges they may encounter.

The College's Career Counseling Center offers special advisors for Arabic-speaking and ultra-Orthodox Haredi students. These advisors also reach out to potential employers to encourage their hiring of minority and Haredi graduates.

HAC's Office of the Dean of Students offers students volunteer opportunities in all sectors and communities in Jerusalem. These cross-cultural interactions and opportunities allow both the students and program participants to better understand and learn about each other; foster respectful relationships; and value each other's contribution.

The College also is enriched by a culturally diverse staff and student body through exposure to alternative perspectives and experiences. For the past two years, a group of 30 College students—half Jewish and half Arab—initiated a series of get-togethers to learn about aspects of each other's culture such as art, music, food, and dance.

As a culturally inclusive institution, HAC encourages the faculty to interact more fully with other staff and students to extend and develop their own cultural awareness. It is to that end that the College offers workshops in cultural sensitivity to its lecturers with particular attention to understanding our Arabic-speaking and Haredi students. These workshops are led by experienced, external consultants who provide insight and skills that are implemented in the classroom.

HAC understands inclusive practice to be the use of interactive strategies that acknowledge and value cultural diversity. As a result of all these approaches, faculty and staff gain the maximum academic, personal, and social benefit from the learning experience. An inclusive environment also contributes to making the College a safe, enjoyable, and productive center of learning for faculty and students alike, and contributes to a more open, tolerant, and pluralistic Jerusalem.



Interdisciplinary School for
Sciences | Health | Society

**Biotechnology
(B.Sc.)**



**Communication
Disorders
(B.A. and M.A.)**



**Adler Aphasia
Center**

**Computer Science
(B.Sc. and M.Sc.)**



**Environmental Quality
Sciences (B.Sc.)**



**Inclusive
Industrial Design
(B. Design)**



**Medical
Laboratory
Sciences
(B.Med.Lab.Sc.)**



**Optometry and Vision
Sciences (B.Optom.
and M.Optom)**



Interdisciplinary School for
Society | Community

**Behavioral
Sciences (B.A.)**

**Economics and
Accounting (B.A.)**

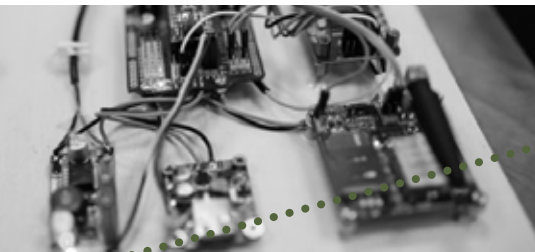
**Management
of Service
Organizations (B.A.)**

**Photographic
Communication
(B.A.)**

**Politics and
Communication
(B.A.)**

**Public Diplomacy Program
at the Department of
Politics and Communication**

Interdisciplinary School for Sciences | Health | Society




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Students need to know how to learn and how to adapt themselves to a changing world.

Prof. Yosef Frost | Chair

”



Looking at present realities in the health and science sectors, but with an eye toward the future, the HAC created an Interdisciplinary School for Sciences, Health, and Society. This new School is part of HAC's redesign that is focused on providing students with broad-based knowledge that extends beyond their chosen discipline.

Prof. Yosef Frost, newly appointed Chair of the Interdisciplinary School for Sciences, Health, and Society, provides the rationale for this restructuring:

1. To expose students to general knowledge in addition to their professional study, thus better preparing them for an ever-changing workplace
2. To expose faculty to new interdisciplinary teaching methods and knowledge
3. To create opportunities for greater interaction between students and faculty



"This approach will upgrade the entire College," says Frost. "We believe students will benefit from an interdisciplinary approach and will be better ready to approach society's challenges."

Frost is working with each of the 12 HAC department Chairs to create the new curriculum that will be available to students beginning in the 2017-2018 academic year. The focus of the new classes will be on the tools needed to debate, to problem solve, and to identify and use resources. Attaining these tools, says Frost, will benefit students by having them more prepared for the dynamic changes taking place in the workplace

generally as well as changes in their specific discipline.

Frost notes that HAC's restructuring is within the trend at other quality academic institutions.

"I believe there is a real need for interdisciplinary studies," he explains. "There is a lot of knowledge and capabilities in academia that we can share and promote to create better-prepared students. It will make the College more attractive and will enhance our faculty's ability to pursue more interdisciplinary research."

Frost says industries also will benefit as incoming employees are better able to work in groups, relate to people, and to apply their curiosity.

"When you are exposed to interdisciplinary studies, there are added values that will help students address problems," he adds. "Students will learn how to study and how to apply their curiosity—they will learn how to learn."



Biotechnology (B.Sc.)

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**In order for students to be successful
in the workplace, we teach them how
to convert knowledge into practical
application**

Prof. Alik Honigman, Chair



Famous for creating one of the most successful high-tech industries in the world, Israel also has shown its “start-up nation” prowess in the field of Biotechnology.

Among its numerous accomplishments, Israel boasts the largest number of scientists per capita in the world, dedicates one-third of its research budget to the field of Life Sciences, and has developed several biotechnology innovations.

New products and emerging technologies have created a demand for trained professionals to address the ways that biotechnology is changing lives, from advances in agriculture and environmental protections to breakthroughs in medicine and pharmacology. HAC is meeting this demand with a curriculum that prepares its graduates to enter the ever-growing biotechnology sector as well as for advanced academic studies.

“Biotechnology,” says Prof. Alik Honigman, Chair of HAC’s Biotechnology department, “is the application of the accumulated knowledge of biology and chemistry for the benefit of humans and the environment.”

Given this broad scope, HAC students receive a strong foundation in all areas of biology, chemistry, and biochemistry, with subspecialties in pharmacogenetics —exploring how individual genetic variations impact responses to medications or treatments such as chemotherapy—and drug development—a leading field of research that produces new drugs for cancer, AIDS, Multiple Sclerosis, Alzheimer’s Disease, and other conditions.

As Honigman explains, “Biotech deals with almost anything in life. These days, it is not dependent on what nature is doing by itself, but by manipulating nature and using biotechnology tools toward a specific beneficial goal, for example, creating a drug.”



Striking a balance between theory and practice ensures that graduates attain the necessary skills that will support them in the field as it looks today, as well as prepare them to adapt to inevitable technological changes in the future. This is evident in the Department’s tag line, “Integrating Sciences and Technology, with an Eye on the Future.”

Opportunities for employment are available in several sectors including in the pharmaceutical industries; hospitals, university, or research institutions; and agriculture and food industries.

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“Since biotechnology uses all of the tools and biological substances to generate a product, we have to teach students a strong foundation in biology, chemistry, biochemistry, gene therapy, and physics,” Honigman explains, “because they need a wide background to choose a specific field to continue to work in, whether private companies or academia.”

HAC’s top-rated biotechnology program has translated into a 30% growth rate in enrollment this academic year. 40% choose to continue toward graduate studies at research universities. The majority of students are the first in their families to attend college. In addition, the Department hosts a program for male and female ultra-Orthodox “Haredi” students.

As Honigman says, “We open a door to students who might not have had the opportunity to study toward a degree.”



Roi Yair | Biotechnology | 2006



**Product Manager
Teva Pharmaceuticals**

I always connected with the life sciences and biology. I chose to study biotechnology at the College as the courses and instruction focus on practical studies which contributed greatly to my career, both while completing my Master's degree and in my professional work.

Faculty members were supportive and contributed to my personal achievements. I also enjoyed the social aspect of college and I am still in touch with my classmates.

I now work as a product manager at Teva Pharmaceuticals. Teva focuses on identifying innovative approaches to diagnose malignant diseases and to predict the course of the disease based on the unique genetic profile of the patient and the tumor cells. The research teams focus on more effective treatments. We treat thousands of patients using the most advanced tools".

Communication Disorders (B.A. and M.A.)



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Our greatest assets and the keys to our success are our faculty and our graduates

Dr. Sara Meilijson, Chair

Communication Disorders is an interesting field in which to work, explains Dr. Sara Meilijson, Chair of Hadassah Academic College's (HAC) Communication Disorders department, because it allows you to work with different populations, from birth to seniors, with different conditions, from children with developmental disorders to elderly citizens experiencing hearing loss or following a stroke.

As such, future professionals must be well-prepared. At HAC, students experience a rigorous curriculum that includes coursework in various main fields of study including hearing sciences, language and speech sciences, health sciences, social and behavioral sciences, research, clinical education in audiology, and clinical education in language and speech pathology. In addition, students must complete 1,000 clinical hours during the course of the 3½-year program. Once these requirements are satisfied, graduates are eligible to take the Ministry of Health professional licensure exam that allows them to work as a speech- language pathologist or audiologist.

Clinical hours may be satisfied in one of three programs:

1. The Claire and Emanuel G. Rosenblatt Clinic offers a range of assessment services for language disabilities, pediatric language delays, and speech and language disorders.
2. HAC's Audiology/ENT (ear, nose, and throat) Clinic works in collaboration with the Hadassah Medical Center's Audiology/ENT department, where students assist with administering hearing tests, hearing evaluations, and rehabilitation services.
3. The Adler Aphasia Center is a unique program that supports individuals with aphasia whose ability to access words has been impacted following a stroke. The Center works in collaboration with other HAC departments such as Photographic Communication in order to teach members new skills of self-expression.

"Our program is very demanding," Meilijson notes, as only the top 50 applicants out of more than 250 are accepted to study each year. Despite the rigor, there is a waiting list, in part because of the growing demand for qualified speech and language clinicians and the expanding job market in the field. "Our graduates are doing well, easily getting jobs."



Last year, the program graduated its first Ethiopian and Bedouin students. As with other disciplines at HAC, multiculturalism and multilingual issues play a large role in a clinician's daily practice in a society as diverse as Israel. It also takes a holistic approach with multiple courses in psychology so students learn how to interact with all types of people. As an example, new immigrants often encounter issues such as when parents express concern about their child's difficulty with Hebrew while understanding their native language. This means clinicians must know how to assess bilingual clients.

"This is a complex profession so the program is complex," Meilijson comments. "Students must be prepared to work in different areas—medical or educational or in private practice. They might be an audiologist and work in a hospital, HMO, or in schools for children with special needs. Or they may work with adults to provide voice therapy, or to address disfluency, stuttering, or aphasia. Working with seniors often involves hearing deterioration or swallowing issues."

With hearing affecting our everyday lives, as well as a growing awareness of communication disorders, outreach is critical. This requires research on the effects of noise and how, for example, it impacts a child's development. With an expanded focus toward prevention, high school youth are being taught how to take care of their hearing. An HAC faculty member in the Department's Master's degree program is teaching about narratives and how to tell your story, an important strategy for working with children and to develop language skills.

Technology also has played a role in the field with more people taking advantage of cochlear implants and improved hearing aids. This year, a phonology expert developed an instrument to test a child's articulation, also part of the Department's prevention and public awareness efforts.



The Chair, who has been with HAC for 17 years, stresses, "Outreach to the community is very important. It raises more awareness and helps students understand that you have to reach out and encourage people to come to you."



Nehama Ben Porat | Communication Disorders | 2008



Speech Therapist and Instructor

"I chose to study speech therapy as I wanted to be a caring professional and treat people who need help. The challenges of the profession also provide me with much satisfaction.

During my studies, I discovered that the profession enables great versatility and we can work with diverse populations. Studies at the College are interesting and challenging, and the academic level is very high. Faculty are very professional and attentive to the needs of students who became my future colleagues.

I am now a speech therapist and an instructor at the Ministry of Education. I work in a primary school assisting children with ASD (Autism Spectrum Disorders) and support their communications. In my role as an instructor, I work as a counselor in kindergartens in Maale Adumim near Jerusalem".

Adler Aphasia Center

“When society doesn’t know what aphasia is, it’s hard for people with aphasia to be in society.”

Ms. Dafna Olenik, Director

When the Adler Aphasia Center at HAC opened in 2007, it had four members. Today, 30 members receive general and customized services administered by professionals, students, and volunteers that are designed to give people with aphasia a voice—literally.

Aphasia is damage to the speech and language processing centers of the brain due to accidents or illnesses, such as strokes or brain tumors. Those who suffer from this type of trauma develop limited or impaired speech, and have difficulty with language comprehension as well as tasks such as reading or writing. Although language is impacted, intelligence remains intact.

“Individuals with aphasia can’t talk or find their words, but they want to communicate with their environment and say what they are thinking,” explains Ms. Dafna Olenik, who heads the Center. “They have opinions about politics, finances, and other issues. They know what they want to say, but they are locked inside themselves.”

That’s where the Adler Aphasia Center comes in. The only institution of its kind in Israel, its services to members and their families include: Communication Groups: Facilitated by speech and language therapists, four different groups

provide a safe space to address the different needs of those with aphasia. Members talk about current events, about their aphasia, and how they fit into society.

Topical Groups: As the main issue for people with aphasia is language difficulty, the Center teaches non-verbal ways for people to express themselves. Through different media such as art and photography, members are able to describe what it feels like to not be able to communicate as they once did. The topical groups also provide an opportunity for members to learn new skills. Led by art and photography professionals, speech-language pathologists (SLP), and student volunteers from the College, the groups include art, technology, photography, and traditional Jewish study.



A new addition is an art group, initiated by a volunteer graduate of the College’s Department of Photographic Communication and now led by an art therapist.

“There is a waiting list for volunteers, most of whom are speech-language pathologists,” Olenik says. “They learn a lot and it is an opportunity for them to give back.”

Family Support: Family members need to learn new ways to communicate with the person with aphasia. Family meetings and lectures

about aphasia are part of the Center’s family-oriented services, with family meaning every family member—father, mother, children, and extended relatives.

Emotional Support: Believing in the value of peer-to-peer connections, members receive emotional support from each other. This type of support prevents individuals with aphasia from feeling alone. Families also are offered emotional support on a weekly basis and often, relationships are developed outside of the Center because everyone relates to what it is like to live with a person with aphasia.

Public Awareness: In order to educate the public about aphasia, volunteers and staff created Aphasia Awareness Month two years ago. Each June, outreach information programs are held in Jerusalem and throughout Israel and include speaking engagements on television.

“If you open your mouth and it’s hard to use words, people’s first impression about you is that you are not normal,” says Olenik. “If people in society know about aphasia like they do other conditions such as Parkinson’s or autism, they will understand. The idea of the Center is to make more people knowledgeable about aphasia.”

The main thrust of this past year was using the Center’s expertise to develop communication support tools for people with aphasia. Through programming to 150 medical and nursing school students, the Center educated medical professionals about how to speak to patients and families. In collaboration with HAC’s Inclusive

Industrial Design department, a special notebook was designed that enables individuals with aphasia to communicate their needs to a doctor directly, rather than needing a doctor to approach a family member for information.

“We developed communication support strategies for people who cannot talk so they can express themselves in other ways such as with a computer tablet and communication boards,” Olenik says. “This year almost 60 clinicians came from throughout Israel to learn how to give people tools to communicate without words.”

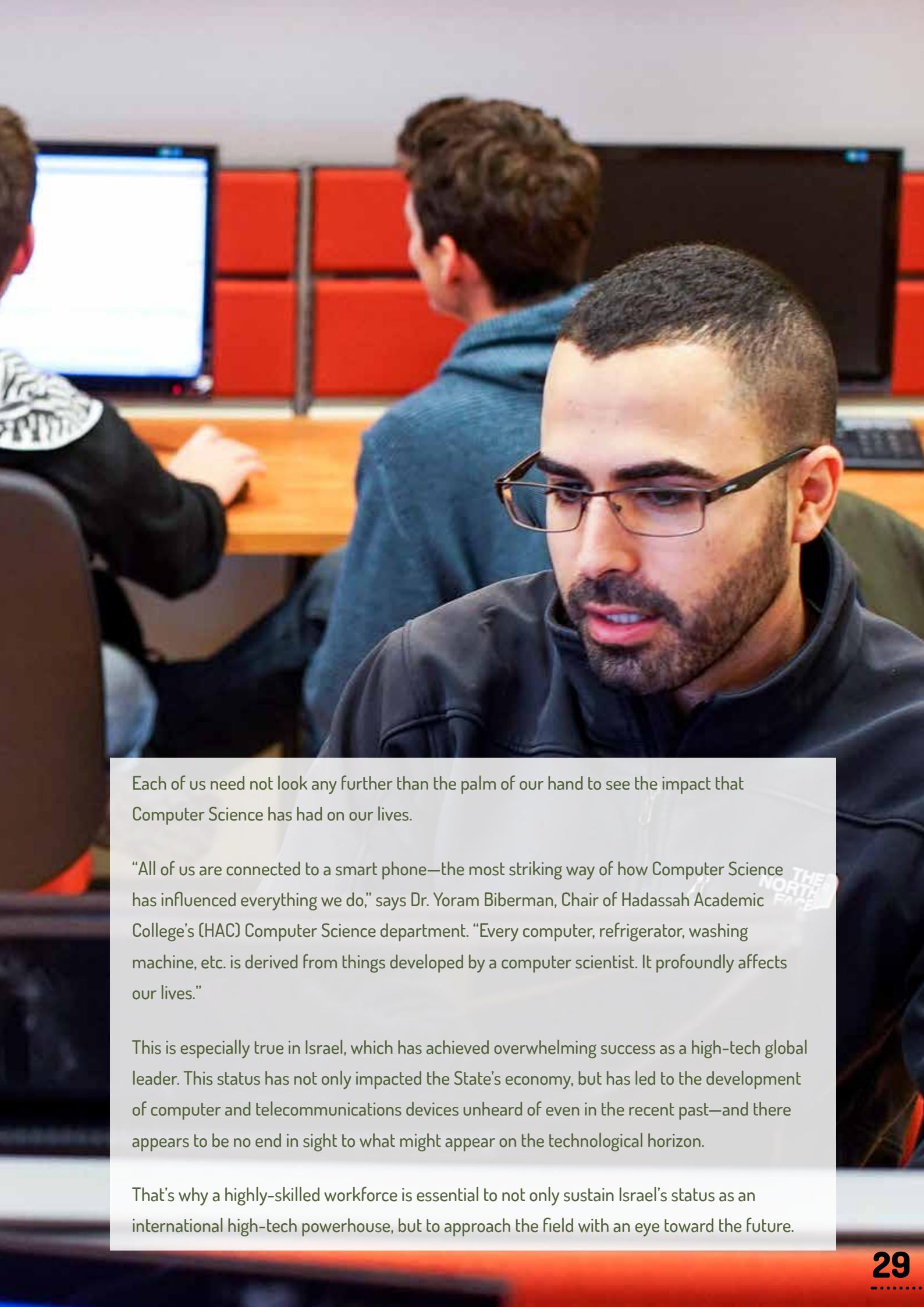
Also new this year is a program for Israel’s Arab population that provides both communication group and individual therapy. An Arabic-speaking SLP works with volunteers in order for them to understand unique cultural challenges, for example, addressing the need for more rehabilitative opportunities and education about rehabilitation benefits.

“Our goal is to help understand that with communications problems, you can’t just work on the technical part—you need to work with the person and the family to help a person with aphasia to return to society,” Olenik explains. “My approach is that when you look at a person with aphasia, you look at the person and his family and not focus on his problem, but focus on the ways he can communicate now. Our main goal is to build a community for people with aphasia.”

Computer Science (B.Sc. & M.Sc.)

We believe that since technology is changing so rapidly, we need to give students a solid base to develop what they need. Experience shows this approach works.

Dr. Yoram Biberman, Chair



Each of us need not look any further than the palm of our hand to see the impact that Computer Science has had on our lives.

“All of us are connected to a smart phone—the most striking way of how Computer Science has influenced everything we do,” says Dr. Yoram Biberman, Chair of Hadassah Academic College’s (HAC) Computer Science department. “Every computer, refrigerator, washing machine, etc. is derived from things developed by a computer scientist. It profoundly affects our lives.”

This is especially true in Israel, which has achieved overwhelming success as a high-tech global leader. This status has not only impacted the State’s economy, but has led to the development of computer and telecommunications devices unheard of even in the recent past—and there appears to be no end in sight to what might appear on the technological horizon.

That’s why a highly-skilled workforce is essential to not only sustain Israel’s status as an international high-tech powerhouse, but to approach the field with an eye toward the future.

HAC has been producing high quality Computer Science graduates for more than two decades at both the Bachelor's and Master's level, along with targeted, complementary programs. Armed with basic and advanced coursework coupled with practical experience, students have been successful at finding employment in several different industries and contributing to the field in multiple ways.

"You can find students from the College in companies throughout Israel," says Biberman. **"We are great at working with students individually and advancing them as far as we can. They work hard and we work hard to bring them to a place where they can secure a good job."**

For the 200 students at the main campus plus 50 ultra-Orthodox "Haredi" students at Campus Strauss, that means pursuing one of several Computer Science specialties at the Bachelor's level: Mathematics, Theoretical Computer Science, Software, Hardware and Communications, Advanced Computing Topics, Education and Teaching, or Social Sciences. At the Master's level, the curriculum focuses on research, practicum, and on-the-ground opportunities with courses in Theoretical Computer Science, Software and Programming, and Hardware and Systems. In addition to these degree programs, HAC offers a special completion track for software engineers who already are working in the field but who have not attained a full degree, as well as an optional



track for students interested in specializing in computers in medicine.

Part of the Department's success story is its reputation in the community through internships and collaborations with high-tech companies such as Intel and Cisco. These opportunities have reciprocal benefits insofar as they allow students to gain practical experience (and oftentimes they can parlay this experience into their required final project) and companies benefit from students who they seek to work on projects specific to their needs.

Also key is faculty who work closely with students on their coursework, final projects, and internships in order to provide hands-on guidance that fully prepares this next generation of Computer Science professionals. Final projects are critical and begin during a student's last year of studies. Selected projects are completed in collaboration with other departments, for example, Communication Disorders, where a Computer Science student is



transforming a system developed by a teacher to help children with reading difficulties. Using acoustic processes and voice and speech recognition techniques, a box of cards is receiving a technology makeover and being renovated into a computerized system.

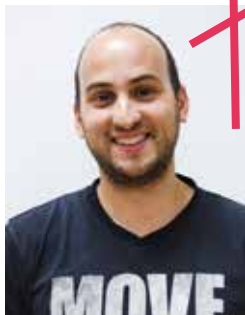
Several projects are so cutting edge that the details cannot be revealed because of their intellectual property possibilities or patent status. What can be said is that one involves collaborating with HAC's Optometry department to diagnose eye disease more quickly and less

expensively. Another has implications for a patent and is aimed at helping improve the health care system.

Regardless of the project, students are encouraged to choose what is of most interest to them and what will assist them in their career goals.

"Whether they are programming advanced computers or more public computers doesn't matter," Biberman explains. "If a student is working and contributing to society, we have succeeded in our teaching mission".

Dvir Dadon | Computer Science | 2015



"I have a great job in my field thanks to the guidance and encouragement of the Department's faculty.

I wanted to study in Jerusalem and was looking for a quality institution so I decided to investigate Hadassah Academic College. I also wanted to pursue a profession in high demand so I applied to Computer Science. The personal attention we received from the faculty was very helpful. The lecturers also assisted all the students to find work. We were a relatively small class of 20-30 people so it was like receiving private lessons. It made learning the study material much more pleasant and efficient.

Currently, I work with Mobileye which develops, manufactures, and distributes accident prevention systems and develops autonomous driving tools. We are developing new technologies through image processing, machine learning, and applied mathematics to implement autonomous driving".

Environmental Quality Sciences (B.Sc.)

“Environmental Quality Sciences is an interdisciplinary field that is now a top priority for developed countries because of issues such as climate change and global warming. This means that if you have environmental problems in your country, it will undoubtedly affect others as pollution knows no borders.”

Dr. Geula Sharf, Chair



With the increasing concern of regulatory and governmental bodies in Israel toward environmental issues such as land use, and water and air contamination and protection, the need for skilled professionals who can address a wide variety of environmental issues has become more urgent. HAC is meeting this demand through its Environmental Quality Sciences program, an interdisciplinary program that emphasizes the impact of the environment on human health.

Looking at the discipline through the focal point of the natural and life Sciences, first-year students study courses in mathematics, physics, chemistry, biology, and biochemistry.

Explains department Chair Dr. Geula Sharf, “You can’t understand air quality without chemistry, and microbiology without biology and biochemistry. These are the building blocks.” Also, during the first year and in the following years, students are engaged in several intensive hands-on laboratory courses that further strengthen their practical capabilities in the field.



Building on this solid base, students continue their second- and third-year studies with a broad spectrum of environmental sciences courses such as Air Quality, Atmospheric Chemistry and Climate Change, Water Chemistry, Waste Water Treatment, Environmental Microbiology, Occupational Hygiene, Noise and Radiation, and Environmental Legislation, amongst others.

In order to graduate, students are required to conduct a practicum that serves as their final project where they receive hands-on experience based on real life environmental conditions issues. These projects are usually carried out outside of the walls of HAC with the help of advisors from academic institutions, governmental agencies, or industrial companies. Past students have conducted research with the

Israel Ministry of the Environment, the Hebrew University of Jerusalem, Israel Water Authority, the Geological Institute, Intel Corp., and others. For example, because Haifa Bay, an area with the highest cancer incidence in Israel, has no continuous monitoring of hazardous materials, students have used a model calculation system to estimate the impact of air pollution in the region. Two additional projects addressed exposure to radiation from building materials containing radioactive elements, and a novel process aimed at the removal of manganese and arsenic from drinking water.

“This is not just theoretical,” Sharf emphasizes. “They have a real profession in their hands.”

Many of the past 200 program graduates now have positions with high profile companies such as Intel, as well as governmental positions with the Ministry of Environmental Protection and the Ministry of Health. More than 30% of department graduates continue their studies toward a Master’s degree or Ph.D. Indeed, the department’s graduates are highly regarded and sought after by the country’s research universities due to their high level of knowledge and training.



“We provide our students with the tools they need in order to qualify for substantial positions in the public and private sectors as well as academia,” says Sharf. “A significant proportion of professionals employed in environmental science in Israel are our graduates”.

The Chair, who has been with the department for 13 years, believes that much of the students’ success is due to the student friendly atmosphere created at HAC. All of the lecturers know their students, have regular interactions

with them, encourage them to ask questions, and encourage them throughout their academic careers.

“We listen to our students, we invest in them, and we help them to finish and succeed,” she says. “I tell them, your success is our success.” Dr. Sharf adds, “Environmental Science is part of our everyday lives. The air we breathe, the water we drink, the noise we are exposed to, radiation from cellular phones. They all affect us. Everywhere we go, we are affected by the environment. That’s why it’s so important.”

Danielle Schwartz | Environmental Sciences | 2015



Health Officer in the Israel Defense Forces (IDF)

“I studied environmental sciences in high school, so when I heard about the Department at Hadassah Academic College, I knew this was the discipline I wanted to both study and pursue a career. I arrived at the College upon the recommendation of a friend who told me the lecturers are very good and provide personal attention to each student.

The lecturers are indeed amazing and really helped. I’m glad I chose to study at the College because of the personal help.

It is only as a result of the education and training at the College that I now serve as a Military Health Officer in the IDF. My responsibilities include monitoring the quality of food served to the soldiers; active training of medical officers; and supervision of water quality”.

A woman with curly brown hair tied back, wearing a white textured cardigan over a black top, is focused on her work. She is holding a stack of layered, light-brown paper petals. On the white table in front of her are several other similar paper flower-like structures, some fully formed and some in progress. The background is a blurred workshop or studio environment with wooden surfaces and other people.

Inclusive Industrial Design (B.Des.)

“ Design is the marriage of right and left brain thinking

Ms. Dina Shahar, Chair

If you've had a positive experience in a health care facility, school, or hospital, thank an inclusive industrial designer. Once only understood as people who make interesting furniture, the field is now seen as a welcome social service that improves people's lives.

“Design is thinking, it is not linear,” explains Ms. Dina Shahar, Chair of Hadassah Academic College's (HAC) Inclusive Industrial Design department. “Design is a methodology and a process of understanding human needs and behavior in order to address them in a way that is inclusive. It is about addressing human needs while also addressing diversity.”

As different people have different abilities, backgrounds, aspirations, and cultures, design is a strategic tool to address different aspects of life. That means students who study Inclusive Industrial Design are as much service providers as they are designers. An outcome of their work might be a product, a system, or a service design that focuses on human needs. For example, one class collaborated on a study that examined the experience of a health care patient from the time they entered the office as well as all digital interfaces. Based on observations, and with an understanding of systems and human behavior, students made recommendations that led to an improved patient experience.

“No one would think that the design of a space would affect the well-being of patients and staff, but it does,” Shahar emphasizes.



Another project underway will impact developing countries where many people have limited electricity. This involves a case study in Ethiopia where an HAC graduate student is developing a system and process that will allow people to produce electricity in their homes and sell it to neighbors who currently travel to the city just so they can charge their cell phone. With this new system, individuals will be able to produce a commodity and an economy, thereby improving their overall circumstance.

“We are surrounded by design from the minute we wake up,” Shahar notes, “From making our eggs and coffee, to sitting in a chair or in our car or on public transportation, Industrial designers have the opportunity to contribute to making life better for someone—not just for manufacturers to sell more things.”

The Department’s unique curriculum provides students with computer programming knowledge, studio courses, workshops, and research and development elements. These practical classes are combined with theoretical coursework in history and the anthropology of design, and their role in defining how people understand and interact with each other and their environment.

With technology moving at lightning speed, Shahar is constantly trying to bridge the gap between it and people.

“What stands out is the diversity of topics and subjects, and the breadth and scope of projects,” she explains of design’s potential. “My job is to keep our approach alive and in tune with what’s going on in the world and what might happen. We see that as our educational message: To be sensitive and attune to other people and

diversity. It’s not just written on a paper. We are committed.”

As Chair for the past six years, Shahar’s vision is one of collaboration and being out in the community to initiate as many partnerships as possible. The Department already has a long-term relationship with the Rehabilitation Department at Hadassah Hospital, and is beginning a new collaboration with Alyn Hospital, a comprehensive rehabilitation center for physically challenged and disabled children, adolescents, and young adults. Here, an HAC student is in the beginning stages of creating a prototype—its form still to be determined—to improve the lives of children.

Shahar is particularly excited about this opportunity as Alyn approached the Department—a sign of success that the Department is viewed as an innovative center of expertise.



All Inclusive Industrial Design students are required to complete a final project that addresses different aspects of a need, or human-centered design. Students set up a team with people whose needs are being addressed and serve as advisers to doctors, engineers, or other pertinent professionals. One health-related project aimed at bringing about improved health is looking at why individuals ignore the

screening test for colon cancer. Other graduates have created their own start-up companies. One such student is working to improve the lives of students with learning disabilities by creating a structure to help them remember information. Akin to mind mapping, this will be a physical act that assists with a mental process.

“Inclusive Industrial Design will never only be about knowledge,” Shahar points out. “Observation is key and we also must have empathy and sensitivity to people. Design is an artistic expression to express a person’s vision. We are expressing other people’s visions and needs.”



Hannah Spender | Inclusive Industrial Design | 2011



**Industrial Designer at Keter Plastic
and lecturer at the Bezalel Academy of Arts and Design**

"I enrolled at HAC without investigating other options. Looking back, I am glad I chose the College as I really enjoyed the friendly attitude of the faculty and staff. I also benefited from the program's focus on content and practical skills, learning practical applications while understanding the user, even when pursuing research.

Studying industrial design requires time and attention. In order to be successful, students must focus on their studies making it difficult to work at the same time. During my final year, I almost postponed school as it was difficult to work while studying. However the faculty encouraged me to move forward and successfully complete my degree.

I interned at Keter Plastic as part of my studies and now work there as a designer in its Lifestyle Unit. Our team develops gardening and other products that improve the quality of life. After completing my Master's degree in Design, I began teaching a course at Bezalel entitled "Human Research Management Environment Design."

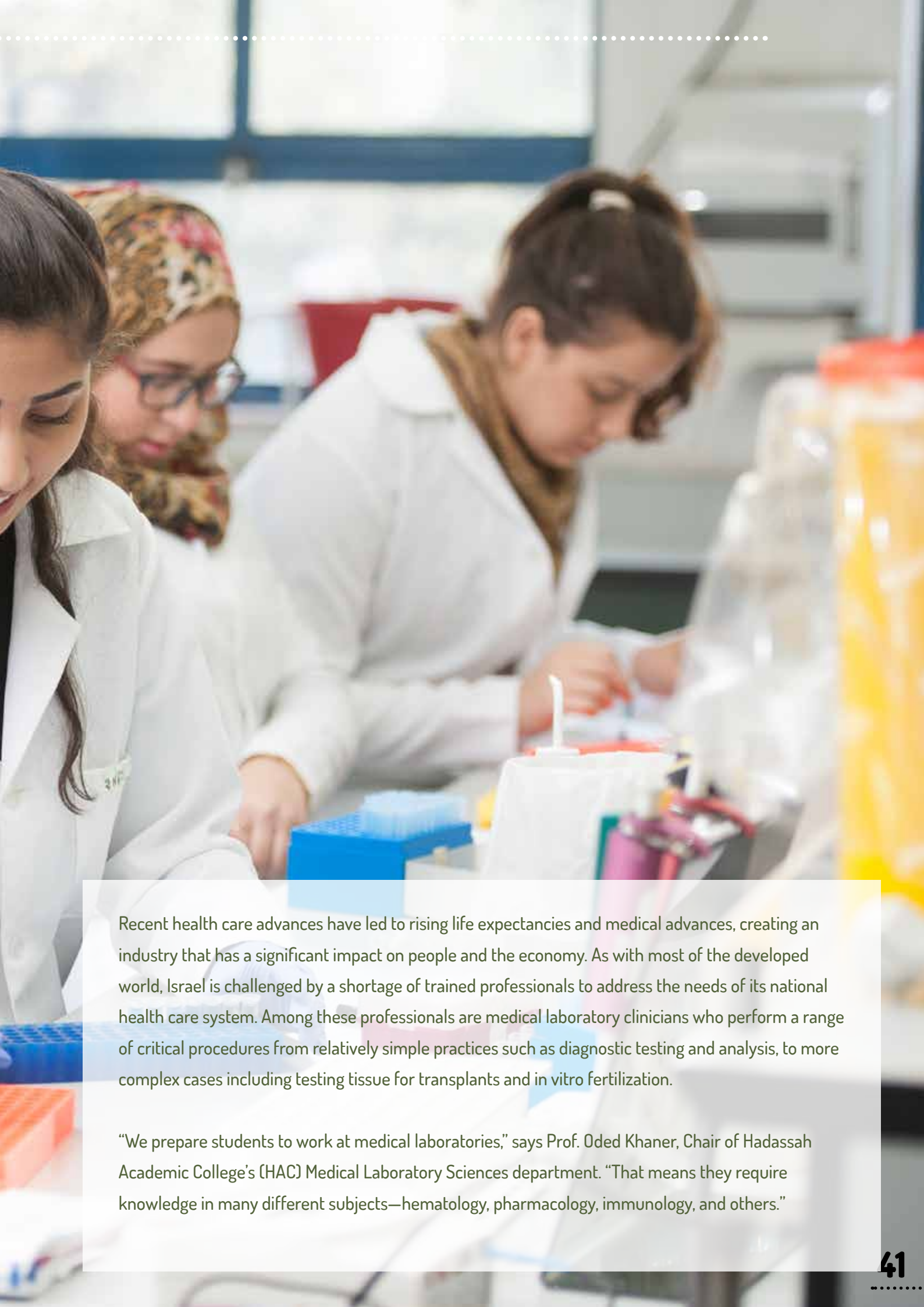
Medical Laboratory Sciences (B.Sc.)

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“Students graduate from Hadassah with the skills to succeed and thrive in the workplace.”

Prof. Oded Khaner, Chair

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Recent health care advances have led to rising life expectancies and medical advances, creating an industry that has a significant impact on people and the economy. As with most of the developed world, Israel is challenged by a shortage of trained professionals to address the needs of its national health care system. Among these professionals are medical laboratory clinicians who perform a range of critical procedures from relatively simple practices such as diagnostic testing and analysis, to more complex cases including testing tissue for transplants and in vitro fertilization.

“We prepare students to work at medical laboratories,” says Prof. Oded Khaner, Chair of Hadassah Academic College’s (HAC) Medical Laboratory Sciences department. “That means they require knowledge in many different subjects—hematology, pharmacology, immunology, and others.”

HAC lays the groundwork for student success by first providing a solid Science foundation that begins with general science, general chemistry, physical chemistry, organic chemistry, physics, mathematics, and statistics. Armed with this strong foundation, they continue on to more advanced coursework in biochemistry, microbiology, molecular biology, physiology, genetics, parasitology, and clinical microbiology and clinical microchemistry.

“When you teach,” explains Khaner, “you have to first provide the basics and then build all of the innovations in each area. As I witnessed the development of the Department from when I began in 2001 until now, this method seems to be working.”

The main role of medical laboratory clinicians is to analyze results of all types of exams ordered by physicians such as blood tests and biopsies. Technological advances now allow robots to produce results for thousands of test tubes of bodily fluids that show up daily at Israel’s medical laboratories. It is the responsibility of medical laboratory clinicians to check the accuracy of the robots’ work.



“Technology is the linkage between doctors and patients,” says Khaner. “Millions of exams and analyses are done in a year. Plus, labs might have three or four different departments to check cell markers. That is why we have so many molecular biology courses—so students are able to do these exams and check for these markers.”

Practical experience is also essential to professional success so all students intern for up to three months. As a result of its stellar reputation, the Department has connections to every type of lab throughout the country. Regardless of where they are, students are able to see medical clinicians in action and the application of classroom knowledge in real-life settings.

Department graduates are in high demand and sought after by laboratories throughout Israel. Students are well-trained and have the knowledge necessary to hit the ground running. What sets HAC’s curriculum apart from other academic programs is the number of laboratory courses students are required to take—10 different labs in areas such as virology, cell culture, and molecular biology.

What also sets HAC apart is its approach with students. When a committee of the Israel Council for Higher Education visited the College this past year to examine the program, Khaner says they were most impressed with the personal attention provided to students with lecturers knowing nearly every student's name and circumstances. The Department is proud to be the first to offer a program for ultra-Orthodox "Haredi" students, where 18-year-old Haredi women who began with no Science background successfully graduated after three years of intensive study

and found rewarding employment upon completion of their degree.

"Our main goal is our students," Khaner says.

"They don't feel like they're a number. They are not strangers here. It's a wonderful atmosphere."



Adi Ben Yehuda Tzalikv | Medical Laboratory Sciences | 2011



Director of a Cardiology Research Laboratory at Kaplan Medical Center

"I decided to study at the College as I was impressed with the faculty and the curriculum. The lecturers really show a love of teaching. I also benefited from the practical studies and state-of-the-art laboratories. The fact that there are relatively few students in each class allows you to interact with the lecturers who always respond to your questions.

The College truly gave me valuable knowledge and skills. In fact, when I continued studying toward my Master's degree, I felt I had greater laboratory skills than my fellow students who studied elsewhere. I also served as a teaching assistant, and felt that the knowledge I acquired at the College provided me with the skills to teach others.

I now supervise a research lab in cardiology at the Kaplan Medical Center for people with various heart problems. I continue to read a lot of scientific material, based on the knowledge and tools I acquired at the College".

Optometry and Vision Sciences
(B.Optom and M.Optom)

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**We believe that in order
to teach knowledge, you
have to create knowledge.**

Prof. Ariela Gordon-Shaag, Chair

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Research, teaching/learning, and outreach are the cornerstones of the College's Department of Optometry and Vision Sciences where students, faculty, and the community are provided opportunities to learn about and improve visual health. For department Chair Prof. Ariela Gordon-Shaag, it is a matter of public health and the World Health Organization agrees, indicating, "Optometrists have an important place in ocular health care. By improving the level of optometry practice, you improve public health."

Research, emphasizes Gordon-Shaag, is critical to putting Israel and HAC's optometry program on the map.

"We aim to be a world center for optometry research," she says.

Toward that end, faculty lecture locally and around the world, including the United States, Austria, and Spain.

HAC also initiated a grant for a capacity-building consortium that will enhance the Department's curriculum to the level required by the European Council for Optometry and Optics. The European Union Erasmus project, entitled "Optometry Curriculum Update for Lifelong Learning through Erasmus" or OCULUS, will, once the department receives accreditation, allow HAC to attain the uniform curriculum that exists in the European Union, thus allowing graduates to practice in European countries.

With the unique distinction of being the only program in Israel that offers a Master's degree in Optometry, in addition to a four-year Bachelor's program, the Department also has specially designed programs to meet the unique needs of different cohorts of students. Ultra-Orthodox women receive separate instruction



at HAC's Campus Strauss and will celebrate its first graduating class in 2017. "Optision" is a new program for young French students who completed a 2-year optician program in France, and now study at the Department so that they may successfully qualify to work as an optometrist in Israel. An additional student-directed activity is the department's implementation of a new curricula piloting Meditrek, a program that allows students to log their patient experiences.

Local community outreach and education is focused on capacity-building for professionals and working in collaboration with community help organizations to improve public awareness of eye health, with an emphasis on early identification of vision problems in young children. The Department and its students also collaborate with the optical industry, including leading companies such as Soflex, Visionix, Nova-sight, Blue Eyes, and Care Laser.

"We see it as our mission to reach out to all involved with children—teachers, educators, psychologists, and physicians—to spread our message," Gordon-Shaag says. "A child who doesn't see will not thrive in school. Screening needs to be done by age 3-5. By 6 or 7, it's already too late."

That is why the Department Chair is working with

Israel's Ministry of Health to conduct vision screenings at a younger age. This year, she began working with the Jerusalem District of Health, part of the Ministry of Health, to have first year students conduct screenings in preschools and mother/child health centers.

Prof. Gordon-Shaag adds: "Our department is unique in that it sends first year students into the community. Having them in clinics exposes them to people, makes their theoretical courses more understandable, and puts everything in a health context. They are not just learning about health, they actually doing health care."

Currently, approximately 1,200 school-aged children are screened each year, with about 15% referred for follow-up to optometry or ophthalmology. Still, Gordon-Shaag says, "That's not even a drop in the ocean since there are 180,000 kids in each age cohort." Working hard to change the statistics, this year, the Department organized a symposium on the topic of Vision and Hearing and Learning for 250 members of Jerusalem Psychology Services, which provides mental health services for preschool and school-age children.

Additional community education and services included the "Hope in Sight Mission," where 600 recent immigrants from Ethiopia who reside at an Absorption Center were provided full exams and 150 were provided glasses; a lecture entitled, "Who is Licensed to Practice Eye Care in Israel" at the Association for Americans and Canadians in Israel's Annual Health Day; screening

special needs athletes at the Special Olympics at the Wingate Institute; and providing a screening program at Beit Jan Village in collaboration with Care Laser. The Department also had a general intake clinic to check ocular health; a vision therapy clinic; a contact lens clinic; a low vision clinic for people who need special aids in order to maintain their vision, for example, telescopes or magnifying glasses; and a dispensary.

"Patients receive a good eye exam and eye wear at reduced cost, and students learn under the intense supervision of faculty," says Gordon-

Shaag of the services available. "They see a certain number of patients as part of clinical hours. It's a win-win situation."



Abedd Al Kader Vated | Optometry | 2012



Independent Optometrist

"I enrolled at the College knowing that the clinics are very professional and the training for students is at a very high level. During my studies, the intensity and high demands of the learning empowered the students to think independently and solve problems.

In fact, when I now meet overseas colleagues at European conferences in which I participate, I appreciate the high level of studies.

I am particularly interested in the field of neuro-vision, and I deal with cases related to all of the visual systems and not just in the eye. I practice in a private clinic which specializes in eye and vision problems that are complex and unique. We specialize in eye training and exercises to improve conditions such as strabismus and lazy eyes. We provide special contact lenses in cases of illness as well as ordinary glasses and lenses. I am also a member of the European Academy of Optometry and Optics. We attend conferences and make presentations about cases that we have addressed at the clinic".

Interdisciplinary School for Society | Community



“

We believe that the creation of an Interdisciplinary Studies curriculum will ultimately benefit our students as they enter and compete in the labor market.

Prof. Yoram Eden | Chair

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Always looking toward continuous improvement, HAC created an Interdisciplinary School for Society and Community to address the needs and desired skills of a modern-day labor market.

“In order to compete with the changing demands of the labor market, students today need more general knowledge and skills,” explains Prof. Yoram Eden, Chair of the new School. “We want to broaden students’ knowledge and bring different perspectives to their education. This means preparing all HAC students beyond their specific discipline.”

Still in its formative stages, Eden is assisting all HAC department Chairs to identify courses in each of their curricula that will become a pool of electives for the Interdisciplinary Studies curriculum that all students will be offered to study. Faculty also is participating in lectures and seminars to understand the new structure.

“The idea is not to build another administrative level, but to look at the essence of each discipline and to strive to understand the changing needs of professionals,” Eden says. “The vision is that in two years, all students will be enrolled in Interdisciplinary Studies courses.”

Students will begin enrolling in these courses in the next academic year with two introductory courses offered: “Human Studies” and “Environment and Sustainability.” Following these orientation classes, students may choose which field they prefer to pursue. Eden also intends to establish an “Excellence Group” for

students who excelled in the introductory classes. These students will be offered an opportunity to assist in the development of the overall curriculum.

“The first year will operate like an umbrella,” Eden notes. “You gradually try to open it. We will operate with new ideas and gradually learn about the different tracks through trial and error. A number of interdisciplinary courses will be developed during the second year.”

The Chair also stresses the need for career development: How to write a CV that addresses the needs of today’s labor market, developing proficiency skills in areas outside of a student’s specific discipline, and ensuring that students are able to create and identify their value add.

“Employers are looking for something that gives them a competitive edge,” Eden explains. “They are looking to see if a student has done something more, beyond earning a high grade since grades are not always a good indicator of success. We are looking at what will give students that competitive edge. We want and need to equip our students with an extra advantage. We want to increase and deepen our relationship with industry. That’s part of the gain.”

Plus, having looked at developments overseas in higher education while creating HAC’s new design, Eden says, “Being able to work with, collaborate with, and manage teams is the name of the game.”

Behavioral Sciences (B.A.)



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This was the perfect time to begin a program in Behavioral Sciences at Hadassah College.

Prof. Chaim Waxman, Chair

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Four years after HAC submitted a proposal request to Israel's Council for Higher Education to authorize the opening of a Department of Behavioral Sciences, the new Department opened its doors to its first cadre of students in October 2016.

“I am thrilled to say we have 50 students in the first year,” Prof. Chaim Waxman, Chair of the department says, adding that the College's annual goal is to enroll 80 students. “This shows a demand and interest in the field. We have a wonderful group of motivated students who are interested and interesting.”

The Chair of the new department, which is part of HAC's new Interdisciplinary School for Society and Community, is referring to what he calls "the diverse mixture" of new students including Israeli-born of all beliefs and backgrounds, new immigrants from around the world, and Christian and Muslim Arabs.

At its core, Behavioral Sciences focuses on how individuals and groups interact with each other through a social science lens. The three-year program begins with introductory courses in sociology, psychology, anthropology, and political science. These courses provide students with a better understanding of the origins of the behavioral sciences and different contexts in which human behavior is expressed. Students are also exposed to field research, allowing them to better understand individual, social, and political processes that contribute to the development of the individual, as well as social and national identity.

Waxman believes the Department is an important addition to HAC because it is a growing field of study, taught in more and more academic institutions around the world, including in the United States, the U.K., and Europe. Although Israel has a few programs, there was a need and a desire for HAC to offer this type of curriculum in the greater Jerusalem area, a diverse multicultural setting.

The Department offers students a choice of specializations in psychology, sociology, and anthropology.

"I looked at universities in different countries and saw a growth in Behavioral Sciences programs and departments," Waxman notes. "It is becoming recognized more widely that people with a broader social Science background are able to help in a variety of different areas."

Faculty who will be cultivating this new group of students are Ph.D.s and published researchers in their respective fields. For example, the psychology professor is well-published in the area of social media, and the anthropology professor has published numerous articles about his research on single people in the religious community. Others, like Waxman, are veteran professors—he taught sociology at Rutgers University for 31 years and at Brooklyn College and others for a combined 40+ years; has published extensively, and is a specialist in the sociology of religion and ethnicity, especially the sociology of Jews and Judaism.

Taught with an emphasis on small group discussions—an approach that mirrors many disciplines at HAC—classes in the Behavioral Sciences department prepare students for positions in a variety of institutions and organizations that view a degree in Behavioral Sciences as an asset, such as schools, health care, and other agencies and organizations that serve the disabled or elderly, and private companies.

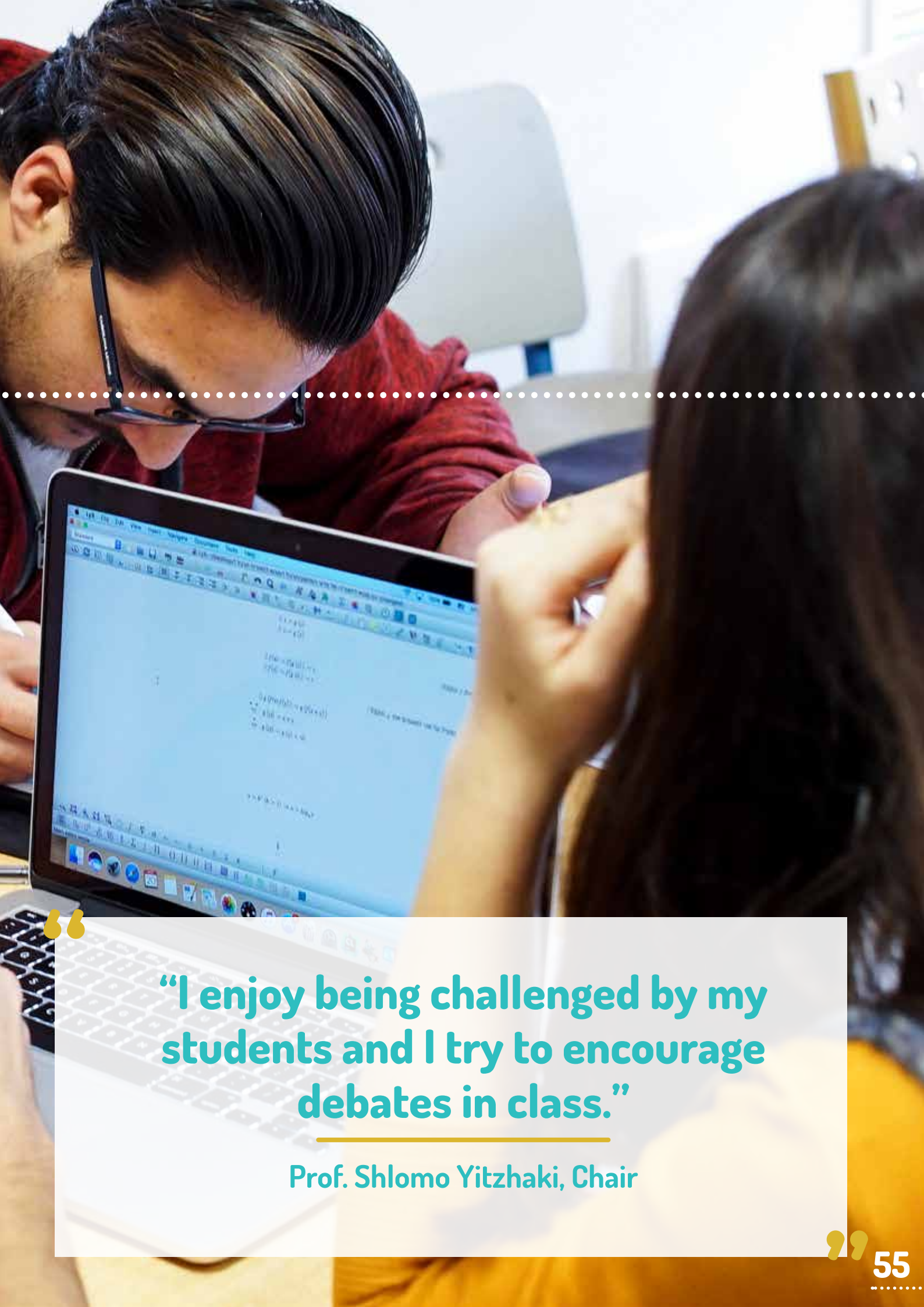
“Having this degree will give students a greater advantage,” Waxman believes, “because it’s about how to serve the needs of different populations or serving others who want to connect with them.”

The Chair is planning for work internships in the near future, which also will give students a competitive edge in the labor market. Psychology interns will be able to use their interpersonal skills as counselors in welfare or rehabilitation organizations, in cultural and informal education institutions in the community, and in the human resources field. Communication and government interns will be skilled at understanding political and media processes in private, public, and NGO organizations. Sociology or anthropology interns will have a solid background in understanding organizational, cultural, and social processes, as well as how individuals interact in society. Graduates also will have the option to pursue graduate degrees in their chosen field.



A photograph of students in a classroom or study hall. In the foreground, a young man with dark hair, wearing a dark blue hoodie, is seen from the side, looking towards a laptop on a wooden desk. Behind him, another student in a red hoodie is partially visible, holding a white pen. The background shows wooden chairs and a white wall. The text 'Economics and Accounting, (B.A.)' is overlaid in white, bold font, centered in the upper half of the image, flanked by horizontal dotted lines.

**Economics and
Accounting, (B.A.)**



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“I enjoy being challenged by my students and I try to encourage debates in class.”

Prof. Shlomo Yitzhaki, Chair

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Three years after the Economics and Accounting Department was formed, it continues to attract a cross-section of students for which Hadassah Academic College (HAC) has become known.

“The mixture of students here is amazing,” Department Chair Prof. Shlomo Yitzhaki remarks, referring to a diverse student body of both Jewish and Arab students. “They all contribute to the success of the Department.”

Yitzhaki contributes by bringing his background as a research economist, former Chief Statistician with Israel’s Central Bureau of Statistics, and consultant to the World Bank and International Monetary Fund. He also served as a full professor at the Hebrew University where he now holds emeritus status, and has published extensively.

Students studying economics and accounting benefit from this vast knowledge as they prepare to step into a global financial and entrepreneurial world. After three years of studying the fundamentals of economics, law, and accounting; macroeconomics; finance; game theory; accounting; taxes; pricing; and corporate legislation, graduates are ready to assume positions in government; the commercial or private sector companies; banks; high-tech; finance; investment firms; and as policymakers, among others. Students also are offered an additional year of studies to qualify as a certified accountant by the Auditors’ Council.





The pragmatic nature of the program meets the expectations of potential employers, who require professionals and managers to have a deep understanding of the dual subjects and how they interact with each other. Opportunities to apply knowledge to real-world situations are provided as are optional classes that allow students to explore specific industries. These include courses in the economics of tourism, health economics, analysis of financial reports, and marketing.

Prof. Yitzhaki also uses his own practical experience as a teaching tool, explaining to students that knowledge of one subject is not enough to compete in the modern world. Understanding both subjects is critical in order for them to work together as part of a cohesive system.

Third-year students currently are involved in their required final projects. One student is examining whether different exams administered in schools change the ranking of the mean score. Another project involves reaching out to the Central Bureau of Statistics of the Palestinian Authority to provide data in order to compare whether Arabs living in the territories have similar consumption habits to Israelis. Having begun in 2014, this year the Department will celebrate its first graduating class.

“I anticipate to see them working in government and public service in addition to private practice,” Yitzhaki says. “I want to see them having an impact on society.”

“In Israel, the accounting system is in control of everything, but accountants do not necessarily understand economics,” he notes. “They understand income tax. Economics is based on abstract principles. I believe you have to have an accounting system that also understands economics.”

Management of Service Organizations (B.A.)



“We teach students that customers are at the center, and because they are at the center, we are there to serve them.

Prof. Yosef Frost, Chair



Hadassah Academic College's (HAC) Prof. Yosef Frost is on a mission—to shift the Israel business culture from a focus on management to a focus on customers.

Using a working definition of “service” to mean customer oriented, Frost believes a critical cultural switch is needed to change people’s perception that public services are bureaucratic and before you receive anything, you must complain.

“We aim to graduate a new generation of professionals whose first intention is to cut bureaucracy and to be there for customers,” he explains of his ultimate goal. “If you are able to produce enough graduates to fill positions in Health Care, Tourism and Hospitality, and Human Resources, they will bring about this cultural change.”

Frost is referring to the three tracks available to students in HAC's Management of Service Organizations department:

- **Health Care:** Emphasizes patient-doctor relationships, ethics and patient rights, and the quality of the health care system.
- **Tourism and Hospitality:** Includes areas such as guest relations, quality of hotel service, and hotel service management.
- **Human Resources:** This year's largest incoming cadre of students, this track involves institutions that deal with several types of public services.

About the different emphasis areas, Frost says, "These areas are an intrinsic part of the word 'service.' This is why we named the Department 'Management of Service Organizations.' We are trying to expose students to both the theory and practice of being a good leader to your employees, as well as a good advisor to your managers. Our approach is top down and bottom up."

HAC's largest and still-growing department with more than 700 students welcomed 280 incoming students for the current academic year, an indicator notes Frost, "that the content of what we are teaching here is strong, good, and attractive to students."

Incoming freshman will join their peers and become exposed to an interdisciplinary curriculum that features business fundamentals such as marketing, finance, organizational behavior, communications, legal issues, and strategies. Once they select a specific track, the

emphasis shifts to practical training and on-site experience in real world settings. Part of this is accomplished by the faculty which is augmented with management professionals from the field.

"We are trying to emphasize to students the necessity of understanding that management isolated without a connection to real service is not enough," Frost notes. "We must focus on service in any subject and look at it from what we call a customer or patient orientation. That's why a major part of our lecturers come from the field. They bring their experience for the benefit of the students."

After three years of study and the completion of a final project, for example, measuring patient satisfaction in the delivery room at Hadassah Hospital or promoting tourism at Jerusalem's Biblical Zoo, HAC students find themselves in high demand in the marketplace. They are among the first generations to be part of the paradigm shift to service in the Israeli workplace—whether for domestic or international clientele—and they have an intimate understanding of the changing standards and expectations. All of this gives HAC graduates a competitive edge in a 21st century market. Students studying Health Care are well-



prepared for positions such as clinic directors, department administrators, employment within the Ministry of Health, "Kupat Cholim" (HMO health care providers), or hospitals. Tourism graduates pursue careers in hotel management, at major tourist sites, with tour companies, and in government agencies. Human Resources provides a range of opportunities in both the public and private sectors.

"When students are exposed consistently to a focus on service, they will be a different graduate wherever they work," Frost believes. "They will have in the back of their mind that the customer is the center. In addition to being a good manager as we gave them the necessary tools, they will

also have an understanding of service."

For graduates who wish to continue their studies, a new Master's degree program is now in planning. This will extend the practical philosophy students found in the Bachelor's degree program by introducing them to case problems in the field and additional mentoring by management professionals.

Frost is confident that his graduates will help him to achieve his goal.

"When customers have contact with health care, tourism, or human resources services and say 'Wow!'" says Frost, "we have succeeded."

Ina Kashdan | Management of Service Organizations | 2013



**Regional Supervisor
Israel Nature and Parks Authority**

"After I completed my army service, I looked into opportunities to study. I chose to study in the Department of Management of Service Organizations as it offers a specialization in health care systems. The courses on health care systems in Israel and the world sounded very interesting to me so I decided to enroll.

The College is exceptional for the faculty's high level of concern for every student. In fact, they really did all they could to ensure that we succeeded. I studied with the same group of students in all of my classes which contributed to a wonderful learning atmosphere.

Today, I am a Regional Supervisor in a unit that supervises industrial waste in Judea and Samaria. I coordinate all of the activity of the inspectors whose role is to oversee and prevent the dumping of waste. My work involves coordinating with various public bodies such as the Ministry of Environmental Protection and the Green Police".

“

Today, more pictures are taken in 24 hours than in the first 150 years of the field.

Prof. Moshe Caine, Chair

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“Photography has undergone a revolution,” says Prof. Moshe Caine, Chair of Hadassah Academic College’s (HAC) Photographic Communication department. “Back in the 1970s, the field and the department were entirely different than today.”

With its beginnings as a vocational department 40 years ago, the department of Photographic Communication is now a fully accredited academic program. As such, all courses receive academic credit and place different demands on students, specifically, more theoretical studies.

“Everywhere you go, you are bombarded with stimuli,” Caine says. “Some is rubbish and some stand out. You have to be effective; you have to know where, when, how, and the context to place whatever it is your doing. Photographic Communication differs from photography. It’s also marketing, public relations, and social media.”

As the field began evolving in the 1990s with digital imaging, activity in HAC’s Photography Department grew exponentially in order to adapt to a changing world and changing demands. HAC adapted its curriculum to these changing times, appreciating the tradition of “old” photography



while placing a greater emphasis on modern communication techniques such as design and electronic and online media. Students now receive training that combines the technology, theory, and practice of visual professionalism and communication with the creative aspects of photography.

“If we are committed toward enabling students to find positions in a rapidly changing market force, and we don’t know what that market force will be—only what it won’t be—we have to keep our pulse on what’s going on,” Caine says.

Toward that end, the Department currently is part of a European Union Consortium of Creative Leadership and Entrepreneurship. The focus of the Consortium is how to evolve into a creative industry in order to have a greater impact on the economic, social, cultural, and political world.

“It is about how to create creative leaders,” Caine says. “More and more companies and organizations are becoming aware that design and creativity are essential to problem solving, collaboration, innovation, entrepreneurship, and thinking outside of the box. This is why industries are bringing

in people outside of their fields—it is part and parcel of a whole new way of thinking. While we don't define ourselves as an arts college, we do place an emphasis on creativity and personal expression and fusing that with high professional skills. That's what changes a good technician into a good thinker, innovator, and leader."

Currently, two professional development tracks are offered. The Commercial track prepares students for careers in the private sector, for example in advertising, food, industrial photography, or fashion. The second track is in Documentary Communication, including photojournalism and documentary video. Both content-oriented tracks apply the widest gamut of creative technologies, ranging from digital photography, video, and internet, to 3D, sound, and interactive technologies. A combination of theory and practice, all tracks include coursework in technology, business skills and networking, journalism ethics, advertising, and visual messaging. This is coupled with opportunities to work with the latest cameras, computer programs, and editing equipment, and to explore the hands-on work of the field.

With career preparation front and center, the Department strives to blend academia and practical skills. Ms. Judith Guetta, head of the practical studies oversees and coordinates the complex workings of the interdisciplinary



curriculum in which the practical courses are taught by highly-skilled instructors, all working professionals in television, video, design, branding, marketing, and the photographic industries. This affords students access to additional networking opportunities toward their career goals. Weekly internships with studios, organizations, and museums among others, also are available. During the past two years, many of the Department's students began working in their field while still studying.

"Work internships are a stepping stone into the real world," Caine explains. "All of these establish our commitment to getting students into the profession. Within a couple of years, a vast majority of our students will work in the field and a fair number will continue on to Master's or Ph.D. studies."

As in past years, this year, students had the opportunity to exhibit their work, including one student who had a show in New York, and another who was chosen by the Jerusalem municipality to display 100 meters of large street posters depicting her childhood in Ukraine.

Students are continually involved in social outreach programs, bringing their skills and creativity to benefit the wider community. Likewise, this year, a group of students worked with teachers on an internet project, documenting the lives of two small lost Jewish communities in Germany.

As with the College as a whole, the Department sees great importance in collaborating with counterpart institutions abroad. Earlier this year, the Department hosted a group of 15 students and lecturers from Germany's Fulda University

and further visits are planned for later this year of visiting lecturers from the UK. Plans for the coming year include both staff and students traveling to Europe as part of the EU consortium.

Students are at the center of everything in the Department and that means alumni too. In September, a first alumni gathering was convened with 170 graduates. It is a tradition that Caine plans to continue.

“Our success is the success of the students,” he says. “I believe HAC graduates can contribute to industries that didn’t exist decades before. As far as I’m concerned, success is not in golden stories, but that they find employment and begin to forge their own direction. If you give people confidence to be better than when they started out, you’ve achieved something.”



Sarah Halperin | Photographic Communication | 2015



Digital Processing Yedioth Ahronoth newspaper

“I have enjoyed photography since the age of fourteen. What attracted me to the College’s Photographic Communication department is its focus on the technical side combined with artistic freedom. The possibility to control how the work is constructed and the aesthetic world always fascinated me.

The faculty is very supportive and helped me with all that I needed. I felt that they transmitted knowledge in a professional and effective manner.

Today I work in digital processing at the news desk of the Yedioth Ahronot newspaper including contributions to its finance journal and various special supplements. I enjoy working with digital art processing where the photo is the foundation. My ambition is to engage in retouching photos for magazines; to work with independent photographers; and to continue working in both print and digital art”.

Politics and Communication (B.A.)





Offering political science and communication as a comprehensive program has been our contribution to its development in academia.

Prof. Arye Naor, Chair

From instantaneous news to social media messaging, the technology revolution has changed the way people view and interact with their political leaders and they with the general populace. Recognizing this phenomenon, HAC established Israel's first undergraduate program in Politics and Communication. At its helm is Prof. Arye Naor who brings a lifetime of personal experience to the position, including as a specialist in Israel Studies and Political Science, a former secretary to the cabinet, and a radio and print professional for more than 20 years.

“Coming from this educational background, it was natural for me to merge these two disciplines,” Naor explains, noting the success of the merger. “We started with 30 students and now have 200. It’s growing because we teach students how to use modern technology to achieve political goals. Because of modern communication technology, campaigning is no longer limited to several weeks before an election. Politicians are always busy campaigning and must engage in more activity to get noticed.”



In its simplest form, Naor says, political campaigning has moved from the streets of places like London, where on any given Sunday, individuals stand on soapboxes in Hyde Park and speak in order to attract an audience, to the world of Twitter, where tweets have become modern-day loudspeakers, and Facebook, which is used to mobilize campaigns and argue issues.

“Political leaders want to be elected or re-elected and they use modern technology to reach the masses,” he says. “There is no communication without politics and no politics without communication. This is the name of the game. It is very sophisticated and successful.”

HAC students are well-prepared for these new realities. They receive the best of both worlds

in a three-year program that combines theory with practical knowledge and delves into how politics, the media, and technology are linked. This approach prepares students for careers as campaign managers, spokespersons, political correspondents, publicists, political strategists, and consultants and the majority of students, Naor says, find positions that are suitable for them.

Students also are exposed to the world of political communication outside of the classroom. Taking advantage of the faculty’s strong connections in the political arena, students are afforded opportunities to hear thought leaders and to attend conferences as well as full-day seminars with seasoned experts from the Knesset and government ministers; visit the Supreme Court; and meet with news media and public relations professionals. This exposure provides critical insights into real-world issues and career preparation, for example, public speaking in front of a camera and how to analyze news. These practical experiences serve to build students’ resumes and also build practical networking skills.

For example, prior to Israel’s last election, students were both audience members and organizers of a panel of politicians and Knesset members who answered questions posted by media professionals.



“Students receive knowledge and training about the political process and how to use and participate in it,” Naor explains. “They receive basic knowledge about Politics and Communication and how to use communications techniques to promote and achieve political goals. They become people with a broader outlook and a greater understanding of the world and the local political arena.”

Aiden Gadot | Politics and Communication | 2015



Communications Advisor Top Communications Co.

"I am fascinated by the interaction of Politics and Communication. I was interested in the HAC program as it combines the two fields. I also heard that at the College, studies focus on the practical aspects of both disciplines which attracted me.

The high level of professionalism, personal attention, and guidance of instructors along the way helped my classmates and me to develop tools for the profession. I now use the same knowledge and skills that I acquired in my daily work.

Today I work at a private communications firm in Jerusalem. The firm specializes in representing NGOs from the third sector. My job as a communications consultant includes involvement in strategic thinking, media campaigns, contacting journalists, and initiating media events. I am also continuing my studies at the masters' level majoring in Internet and New Media".

Public Diplomacy Program at the Department of Politics and Communication

“The Public Diplomacy program has a strong practical component accompanying the academic curriculum. This is what we think is needed in Israel today.”

Prof. Dov Shinar, Program Head

In 2009, Prof. Dov Shinar and his team completed an extensive study of Israeli Public Diplomacy, sponsored by the Samuel Neaman Institute for National Policy and the Israel Ministry of Foreign Affairs. The final report was sent to Israeli as well as other diplomats from all over the world, universities, and research institutions.

“This put public diplomacy under the public eye,” Shinar, who heads the Public Diplomacy Program, explains of the study. “No institution of higher education, except for HAC, has created such a full-fledged program on public diplomacy.”

Now in its second year, students in their second and third year of studying Politics and Communication are eligible for the program. Last year, 15 students enrolled and this year, 15 additional students began their studies. This program within the Politics and Communication curriculum, says Shinar, fits the needs of Israel in conceptual and professional terms—how public diplomacy is actually done—and also fits the character of the College, with a high academic level that “lives with its legs on the ground.” This means providing students with a mix of theoretical and practical experiences that equip

them with the skills needed toward desirable positions after graduation in both the public and private sector.

Public diplomacy at its essence is about bringing together politics and communication, in terms of hard and soft power. This includes state diplomacy, cultural diplomacy, and people-to-people diplomacy. All of these channels have the power to influence Israel’s international image in a 21st century world that has complex and ever-changing needs, including an emphasis on social networking and branding. It also means exposing students to workshops; contacts with high echelon diplomats and researchers that provide real world experiences; opportunities to work on high-level projects; and study tours abroad.

A highlight of 2016, students visited Poland for a week in May and met with members of the Polish Ministry of Foreign Affairs, non-governmental organizations (NGOs), media channels, members of Parliament, and the Jewish community. In the works this year is a trip to Berlin for third-year students and one to Lithuania for second-year students. Such experiences broaden students’ horizons and impart critical insights

to understanding global issues and processes, providing graduates with advantages over other programs.

“I believe you cannot confine yourself to the classroom,” insists Shinar. “You have to observe the life of a foreign country. Students come back from the trip more open. It is important to have international experiences not only for their resumes but to be able to evaluate their performance by the work they do, for the climate in the classroom, and for building camaraderie. They have an international orientation that they can talk about.”

Having a broad international background himself—Shinar was born in Brazil; has worked in some 20 countries; and is Professor Emeritus of Ben Gurion University in Israel and of Concordia University in Montreal—gives the head of the program a unique perspective from which students can benefit.

That is why he is devoted to building as many opportunities as possible. New this year is a joint intercontinental course for HAC’s Public Diplomacy students and students from Wagner



College in Staten Island, New York. The course was designed to broaden the horizons of both Israeli and American students. Additionally, a two-day “International Seminar on Media and Crisis” was organized by both institutions, together with the Minerva Center at Haifa University, and was attended by top academics and professionals.

“From my point of view, students, like many others in Israel, are very focused on the local scene,” Shinar explains. “If you are dealing with the globalized work, you can’t just focus on this piece of the promised land.”

Campus Strauss – Offering Academic Opportunities to the Haredi Community

“When students come to learn at Campus Strauss, it’s not to challenge their beliefs—it’s to give them the knowledge, training, and tools to live a better life.”

Rivka and Yaakov Yeruslavsky, Administrative Co-Directors

The ultra-Orthodox “Haredi” sector in Israel—an estimated 11% of the population—is growing rapidly. In tandem, its effect on the Israeli economy is growing as well. A majority of the members of this community are younger than 14 years of age. This means that the productive participation of this community in the Israeli economy is an existential imperative. If its members remain outside of the circle of employment, they will be a heavy burden on the economy; however, if they join the workforce, they will become an invaluable engine of growth.

In March 2012, the Israel Council of Higher Education issued a call to all colleges and universities to propose special undergraduate degree tracks for Haredi men and women (“Machar”). The purpose of the initiative was to encourage the ultra-Orthodox to pursue

a career-focused academic education while respecting their way of life, leading to full and productive integration into the workforce and the strengthening of Israel’s economic and social infrastructure.

HAC was among a small group of institutions selected to pioneer this national initiative. In order to reach the ultra-Orthodox community, the College partnered with the Lomda Institute, a respected institute of vocational training in the Haredi community.

The College’s program opened in January 2013 with 133 students enrolled in the first pre-academic program. After only four years, the College’s Haredi program is now home to nearly 900 students, representing nearly 60% of all Haredi students enrolled in the national Machar program. The program is expected to draw 1,000 students per year when at steady state.

The large majority of the students in the program are the first in their family to pursue a college education, and all come from challenging socio-economic conditions. One of the early achievements of the program is that it has succeeded in attracting applicants from “yeshivot” that until now did not permit their students to pursue an academic education and professional career. One-third of the program’s Haredi students are from the Lithuanian yeshivot; one-third from Hassidic yeshivot; and the remaining third are from Sephardi yeshivot.

In order to qualify for entry to college, students begin the program with a one-year intensive



preparatory program (“Mechina”) designed specifically for the needs of Haredi students. This includes studies in English, mathematics, and the sciences. Classes for men and women are conducted separately out of respect for the community’s traditions.

Upon successful completion of the Mechina, students are offered six different bachelor degree tracks. Each track is on the same academic level and with the same requirements as in the College’s general degree program. Degree tracks include Biotechnology; Optometry; Computer Science; Management; Politics and Communication; and Communication Disorders.

During the course of their studies, each student is provided with individual assistance and personal mentoring to ensure his/her success. Haredi students also benefit from individual and group guidance as they prepare for employment. The College’s Career Counseling Center employs male and female Haredi advisors to help prepare the students for successful entry to the workforce. Students participate in group workshops on subjects such as how to write a resume, how to interview, how to negotiate terms of employment, and appropriate dress for work. The Center also helps students to secure work internships at various Jerusalem-area companies and institutions during the course of their studies that provide valuable experience and often lead to full-time employment offers.

An important milestone in 2016 was seeing the first graduating classes of 36 Haredi women in Biotechnology. All found their place in the workforce. This academic year, 50 women in Management; 50 women in Optometry; and 20 men and women in Computer Science are expected to graduate and successfully integrate into the workforce.



Plans for the upcoming academic year include offering Bachelor degree studies in Medical Laboratory Sciences. An application has also been submitted to the Council for Higher Education to authorize the opening of undergraduate studies in Social Work which, once approved, is expected to attract Haredi students.

Though the program is only in its fourth year, Campus Strauss students are already emerging as role models of success and achievement within their community.

“The students feel at home,” say Program Directors Yaakov and Rivka Yeruslavsky. “We accommodate the needs of the Haredi students and give them the firm message that they can receive a highly-rated academic education that will open opportunities and empower them to support their families while respecting their lifestyle and beliefs.”



Academic Affairs



Dr. Zachi Milgrom,
Vice President and
Dean of Academic
Affairs.

As Vice-President and Dean of Academic Affairs, Dr. Zachi Milgrom oversees implementation of the College's academic policy.

This includes providing administrative and support services to all students from the moment they enroll until the completion of their studies.

As Dean of Academic Affairs, Milgrom works closely with the College's department Chairs to ensure the highest academic level for the College's students.

"One of my main activities is to improve the quality of teaching so I visit classes and also receive feedback from student evaluations," Milgrom explains. "I review the results with the heads of the departments to decide if something needs to be done."

The Dean also participates in faculty meetings and teaching committees of each academic department, the latter of which covers any curriculum changes as well as discussions about student support. He also gathers input from each department's Steering Committee, which

includes experts from outside of HAC who review the curriculum through the lens of what industries and academia are seeking.

"These experts look to see if our curriculum is relevant and make recommendations for improvement," Milgrom notes.

HAC's commitment to continuous improvement also extends to alumni who are now working or enrolled in advanced degree programs.

"We ask our graduates, 'What was positive about your studies or what was missing?' so we know what fine tuning is needed," Milgrom explains.

"In most cases, they say the preparation was excellent and that they felt the advantage between themselves and graduates from other institutions. University faculty who have experienced our graduates now contact us to ask if we have more graduates who we can send to them."

As a career-focused teaching institution, Milgrom believes that beyond earning a degree, the College's graduates are well-prepared to enter the workforce in their chosen field—85% of students secure jobs in their chosen fields within six months of graduation—and have the opportunity to improve their socioeconomic status.

"This is our mission," Milgrom says. "It is particularly important for the over one-half of our students who are the first in their family to attend college; otherwise, why spend time here



if they can't improve their circumstances and have more opportunities in life? For students who want to succeed in the job market, they must have relevant studies so when they graduate, they will be ready to work."

What also sets HAC apart are the personal connections forged between faculty and students, and between the College and the public and private sectors. These connections, Milgrom opines, are the best way to promote the College and they also result in closer ties to Jerusalem, regardless of where students are from.

"When students who are from the north graduate, we try to connect them to career opportunities in Jerusalem so they stay here," Milgrom explains. "That's one way of improving the quality of life in the city—with high quality people from elsewhere making their futures here."

HAC also encourages students and alumni to give back to the community within their field of expertise.

"A student starts doing this as part of their required activities but they also see it as part of their professional identity so they begin to think of ways to help society as a professional," Milgrom says. "It becomes part of their professional DNA."

Now in his 17th year at HAC, the Vice President and Dean notes, "Every day we are considering new directions. We think about what will be needed in 2020 or 2025. What will the job market be or what new teaching technologies will there be? Every day there are new challenges to deal with. It's exciting, but even more exciting is to meet our graduates and know we made a change in their lives."

Office of the Dean of Students

“We are not academic, but we use academics to bring students together.”

Dr. Simcha Rozen, Dean of Students

Hadassah Academic College’s (HAC) Dean of Students admits it might be easier to say what her office doesn’t do, rather than what it does. That’s because under Dr. Simcha Rozen’s leadership, she and her team provide almost everything that is considered non-academic, including student scholarships—setting the criteria, as well as promoting and awarding several hundred of them—cultural activities, volunteer placements, community outreach, and tracking the 80,000 community service hours provided by HAC students.

As if that isn’t enough, the Dean’s office also oversees the “Above and Beyond” Honors Program; first aid training; and Model UN debating program.

The Dean’s office also offers community involvement and outreach opportunities including mentoring and assisting at-risk high school students with homework and social activities; visiting with the elderly; working with individuals who are visually impaired, autistic, or disabled; engaging in environmental activities such as beautifying neighborhoods; and assisting Holocaust survivors. This year alone, 30 students participated with the not-for-profit “Foundation for the Benefit of Holocaust Victims in Israel” and the Jerusalem Municipality and visited survivors’ homes

weekly to provide help around the house and companionship.

Students also participated in one-time programs such as celebrating holidays at hospitals; assisting the elderly before Passover; leading different workshops for children, such as photography; and working on language skills with children living in battered women’s shelters.

Rozen emphasizes that these efforts exceed the regular volunteer program requirements and provide students with a learning and social experience. While not designed specifically to bring Arabs and Jews together, it results in a natural opportunity to learn about each other’s cultures.

“Academic studies are the common denominator in providing wonderful opportunities to expose people from different societal groups to each other,” explains Rozen. “The activities of the Dean’s Office provide students with extracurricular activities so they may meet their fellow classmates and be exposed to different groups in Jerusalem





through community involvement that contributes to personal enrichment. We believe in positive opportunities for people to come together.”

Rozen’s office also offers four separate practicums. One is led by a Social Worker from an assisted living facility who partners with a lecturer from HAC’s Photographic Communication department in order to match students with individuals 90 and older who live in senior homes. They help the seniors document their personal story in unique ways, for example, via a radio program, book, children’s story, or photographs. The second course involves outreach to the Arab community, where HAC students act as mentors to students in East Jerusalem neighborhoods by providing help with homework.

“These are things that can’t be done during a one-time meeting,” Rozen explains, again highlighting the depth of connections made between students and the community. “This shows you how deep the relationships go.”

“Our students are role models,” Rozen proudly says. “I believe they make a real contribution to the younger generation and to the older generation through their community service.”

Two new initiatives were added this year:

“Shavuah M’oravut” (“Week of Community Involvement”):

This week-long program emphasizes the value of social responsibility to all students. It included various lectures by community activists.

Award for Excellence in Community Service:

20 students out of several hundred scholarship recipients who exceeded HAC’s community service expectations received this award.

Career Counseling Center established by the Rothschild Caesarea Foundation

When you are working to create opportunities, doors open everyday.”

Ms. Hagit Freeman, Director

When the College's Career Counseling Center opened its doors four years ago, it created a comprehensive space to assist students with career placement and advancement.

“Our main goal is to help students and graduates find jobs in their professional fields,” says the Center’s Director, Ms. Hagit Freeman. “Our staff views this as our mission—to make a positive impact on society.”

Fast forward just a few years and evidence shows that Freeman and her team are, indeed, making a difference. Increased numbers of employment partners, the diversity of student participation, and the reduction in time it takes to find employment are all indicators of the Center's success. With meetings beginning in their second year of studies and moving full force during their senior year, services to students include personal guidance, workshops, access to job sources, and internships opportunities.

“We bring everything down to a practical level,” Freeman explains. For example, during personal guidance sessions, students meet to discuss their goals, prepare a resume, learn what is open in their field, and to decide when it’s time to begin a job search. The students are given a list of companies to read about so they can understand

the different opportunities.”

Also available are workshops about how to prepare for a job interview, how to network, body language, and salary negotiations. Students have an opportunity to review videotapes of their practice interviews so they can further hone their newly learned skills and become what Freeman calls “interview ready.” An ever-growing job opportunity Facebook page connects students with potential employers and is enhanced by what the Career Center team learns from HAC alumni.

“Employers look for connections with students or graduates and someone they know they can work with, someone with ‘soft skills’” explains Freeman. “ This means the way you communicate, talk, present yourself, and having good team skills. Often, employees say we know students have the knowledge, but they need the personality to make sure they fit.”

Counselors also facilitate work internship opportunities, such as in Politics and Communication, Management of Service





Organizations, Inclusive Industrial Design, and Economics and Accounting departments. Internships provide practical experience related to a student's field of practice. The Career Center builds an individualized program that includes responsibilities, tools the student will have available to them, i.e., a telephone or computer, and professional mentoring expectations.

"This is important," Freeman explains, "because we have more than 100 interns and when the opportunity has been completed, some are offered positions with the organization. For others, we teach them how to talk about their experience in a job interview."

New services include the creation of a LinkedIn page in collaboration with HAC's Campus Connect department. This adds to an already robust social media presence on Facebook, which taps into the expertise of the faculty and alumni as they are most familiar with opportunities in their respective fields.

Another critical new service is an Arabic-speaking career counselor who blogs about general information and also answers students' questions. "We encourage our Arab students to benefit from our services," Freeman says. "It is important that they are part of our workshops so they can improve their job interview skills in Hebrew."

Part of the art of career counseling is avoiding what Freeman calls "red flags" and guiding students toward more productive strategies in order to achieve their goals. Toward this end, she advises students to focus on employment opportunities that fit their skills and experience, rather than sending out CVs across the board; teaches them the importance of translating their practical experience so it is reflected on their resume; and guides them about the process of finding a job so they have realistic expectations about next steps.

"Students need to understand the process," Freeman says. "It is important because we always say the first job after graduation usually builds the path for the next 10 years. We want them to think before they start and not think they have to take the first job offer. We let them know that someone is interviewing them but they are also interviewing someone."

Freeman shares the story of a hotel employee who discovered that a guest enjoyed grape water so he made sure to have it available to him. It is what the employee called his "plus one," meaning the extra small steps needed to make a difference.

"I believe in this edict," she says. "I can ask a student how an interview went and stop there, but my 'plus one' is to call the employer to find out what really happened. That's where we give of ourselves. That can make a difference. That is our unique place."

Challenge Center and Pre-Academic Programs

“If something went wrong in a person’s life, it does not have to impact their entire life. Everyone has a right to opportunity and advancement.”

Ms. Ofra Rotem, Director

Each year, hundreds of students walk through the doors of the College’s Challenge Center and Pre-Academic “Mechina” programs. This year, 17% of the incoming freshman class actually began their studies in the pre-academic program with more than 90% completing it and enrolling in the College.

“Next year, these students will be in the College and eventually complete degree programs,” explains Ms. Ofra Rotem, Program Director. “That is why it is important to see the connection between pre-academic and academic studies.”

The Challenge Center and Pre-Academic Programs are two ends of the same spectrum. Pre-academic services close the gap for students who do not meet the criteria to begin their academic studies, while the Challenge Center

provides assistance to ensure enrolled students complete their studies and graduate. Students served by the Challenge Center have shown to be the most successful on campus, with many earning the Dean’s Award for Excellence.

Many reasons exist for students to take advantage of a pre-academic program —some come from challenging backgrounds, whether socio-economically or because they attended underperforming schools, and a large portion are the first in their families to pursue college and, perhaps, even complete high school. The Center’s staff also provides special assistance to students challenged by learning and/or physical disabilities. Rotem, however, focuses less on the road that students left behind and more on the path that’s in front of them.

“Life is changing for these students,” she emphasizes. “If they want to have a good job and feel good about themselves, they need an opportunity to close the gap. We help to open doors for them that were closed.”

Rotem’s team, which follows a total of 1,000 students in the Challenge Center and about 500 students in the Pre-Academic Programs, opens those doors through an array of services and supports. The following are pre-academic tracks and associated coursework:

Sciences: Students study math, biology, chemistry, physics, reading, writing for academics, English, and learning strategies.



Social Sciences: Students study political science, psychology, sociology, reading, writing, math, English, economics, and learning strategies.
Computer Science: This track emphasizes math and science plus coursework in English and writing.



As each program is tailored to the individual, students might study for one semester, 9 months, or a full year.

More targeted services are Hebrew classes for students who either were taught exclusively in Arabic or came from schools that did not teach matriculation; TAKA, a 5-month program offered twice yearly for new immigrants who want to study in university and that gives them an opportunity to create a support system while also honing their academic skills; and students with mental disabilities who are returning to the classroom and need academic support.

“Whether they are challenged by manic depression, schizophrenia, depression, have been hospitalized, or live in a special home, they all have academic ability and high potential,” Rotem explains. “We give them a taste of English, math, science—a variety of subjects to give them the feeling of sitting in a classroom, working together, getting up, and having a schedule.”

In addition to working in partnership with the Ministry of Health and social service departments to help these students succeed, Rotem also has a staff of mental health professionals.

“It is important to find staff who really have the right character, with their heart in the right place,” she says. “They must empathize and make personal connections with the students.”

Additional services in partnership with the Ministries of Defense, Education, and Welfare include pre-academic studies for lone soldiers as well as mature students over age 30 with studies in English, math, and the social Sciences.

The Center also offers skill development workshops such as how to manage your time; how to prepare for exams; and using supportive technology.

New this year is an experienced psychologist who is on campus weekly to provide subsidized therapy to students. Also new is a Coordinator of Programs to assist the College's Ethiopian students.

“We needed a staff person to encourage our Ethiopian students to take advantage of our services”, explains Rotem. The students have been hesitant to turn to us for help. We need to learn and be sensitive to cultural differences in order to answer the needs of different groups. Our staff is very diverse. Our advisors include Jews, Arabs, Ethiopians, secular, Ultra-Orthodox, religious, men, women, young, and not so young.”

Cultural inclusion is an integral part of Rotem's approach. “I believe in multiculturalism and that people are equal,” she says. “I am blessed to be in a position to have impact. This is the reason I came here. This is my mission.”

Alumni Association

Three years ago, Ms. Yael Catalan approached Hadassah Academic College's (HAC) leadership to advocate for the creation of an Alumni Association.

Ms. Yael Catalan, Alumni Association Head.

"We talk all of the time about how to bring new students to the College," says Catalan, head of the Alumni Association. "Alumni are pursuing their careers and want to give back. They say good things about their study experience. Their word is better than any advertising."

Since its creation two years ago, hundreds of alumni have attended first-ever department reunions including graduates from the departments of Communication Disorders, Computer Science, Environmental Quality Sciences, Inclusive Industrial Design, Optometry, and Photographic Communication.

New in 2016 was the creation of a volunteer Alumni Steering Committee including graduates from every



academic department. The goals of the Committee, Catalan says, are to:

1. Provide networking opportunities for alumni through social media platforms
2. Encourage alumni to offer employment opportunities to current and recent graduates
3. Provide alumni mentoring of younger graduates and current students
4. Involve alumni in student enlistment
5. Provide alumni with opportunities for continuing education and lifelong learning in their respective fields

The Alumni office works closely with HAC's Career Counseling Center. Together, they carry out comprehensive surveys of graduates to learn if they are working in their field of study.

We ask students, 'Did you find a job working in your field of study?,'
Are you satisfied with your work?,'
and "Have your education and training been helpful in your career and job
search, and if not, what needs to change?"
explained Catalan of the survey. "We've received feedback from
Communication Disorders students requesting a course in autism,
Management students wanting tools to learn how to manage their financial
affairs, or students from Photographic Communication and Inclusive
Industrial Design wanting to know how to become self-employed."

Alumni profiles are highlighted on the HAC website where they have an opportunity to present the work they are doing and how the College influenced them. Most everyone talks about the caring atmosphere created through personal guidance.

Catalan is proud of the many HAC alumni who have achieved success in both the public and private sectors. As for prospective students, they have the opportunity to speak with alumni in their field of interest to decide if the College is a good fit for them.

As she says, "Our alumni can sell HAC better than anyone else."

Authority for Research and Development

“A key to our success has been the incredible cooperation and collaboration between academic departments and faculty members.”

Prof. Michael Berman, Chair

Although HAC is primarily a teaching institution, its faculty is encouraged to pursue original research. Research incentives, which include reduced teaching loads, funds for conferences and training opportunities, and salary bonuses for securing research grants, help faculty achieve both goals.

“HAC incentivizes active research because it serves the College’s mission of offering students top-tier teaching from up-to-date researchers who can ensure that students are exposed to cutting-edge technologies, knowledge, and methods” says Prof. Michael Berman who holds a dual appointment as Chair of the Authority and as the Head of “Computers in Medicine Track” of the Computer Science department.

“Research facilities also provide faculty members with much needed avenues for academic advancement and career development.”

“The Authority is a key player in promoting cross-departmental collaborations within the College,

as well as many national and international partnerships,” Berman explains.

For example, the interdisciplinary and collaborative spirit at HAC has played a major role in receiving a competitive grant from the European Union. Berman serves as the principal investigator of the “Initiative for Lifelong Learning in Applied Fields” (LLAF), which brings together seven Israeli institutions and nine European institutions. The Consortium was granted EUR 1 million to conduct a three-year study under the European Union’s TEMPUS program, and has furthered HAC’s academic ties with Austria, Germany, France, Ireland, Latvia, Spain, and Portugal.

The LLAF initiative is a pedagogical project that exemplifies HAC’s dedication to excellence in both teaching and in research. It involves not only international collaborations, but also collaborations within HAC itself.

“The implementation of pilot courses at HAC involved the departments of Computer Science, Optometry and Vision Sciences , Photographic Communication, and Communication Disorders,” notes Berman, explaining the four pillars of their work:



Learning to Do: Dedicated to applying knowledge

Learning to Be: Dedicated to ethical conduct

Learning to Live Together: Dedicated to community involvement

Learning to Know: Dedicated to remote access



The close collaboration across vastly disparate fields at HAC provided the critical mass to secure broad international recognition and funding.

HAC also has joined CLEVER (Creative Leadership and Entrepreneurship—A Visionary Education Roadmap), an EU initiative led by the Innovation Center at the Shenkar College of Engineering, Design, and Art in Tel Aviv. The project aims to promote the creative industries in Israel in terms of education, economy, and policy. This initiative is with the participation of a consortium of 15 institutions from Israel and Europe that was awarded a three-year grant of EUR 1.6 million by the European Commission (EACEA) under the Erasmus+ Program.

HAC will be represented in this initiative through the activity of the department of Photographic Communication, headed by Prof. Moshe Caine. The College will also be responsible for leading and overseeing the quality assurance of the Consortium.

“The Israeli academic environment needs to adapt quickly to these challenges and to align and tune its programs to introduce new skill sets and knowledge relevant to the emerging creative labor market,” says Berman.

With the encouragement and support of the Authority, HAC also has joined as a partner in three new proposals in the current round of the



Capacity Building Track of the Erasmus+ program of the European community.

New this year is the creation of a student-initiated Entrepreneurship Club. The Club encourages collaboration between the various HAC departments and cooperation with other Jerusalem entrepreneurship clubs and business development centers.

The first Club meeting was held in February with a plenary lecture by Erel Margalit, a member of Knesset, a high-tech, social entrepreneur, and founder and managing partner of the Jerusalem-based venture capital firm Jerusalem Venture Partners.

In the coming years, the Club’s goals are to continue with regular open lectures, and to create a group of core participants that focus on more specific subjects related to entrepreneurship such as venture capital, writing business plans, pitching, and more.

Berman says, “The end goal of the Entrepreneurship Club initiative is to eventually create a platform within HAC that will be a home for entrepreneurs from the College and will allow the great potential of the various disciplines within the College to create inclusive projects, start-ups, and the like.”

Connected Campus



Mr. Moshe Kalige,
Chief Information
Officer

“My motto is service, service, service. Anything people need, anywhere they are. There are no barriers.”

The “they” whom Mr. Moshe Kalige is referring to are Hadassah Academic College (HAC) faculty, students, and staff.

“My role is to provide technological systems to support the administration, faculty, and students with all of the tools they need in order for them to do their jobs,” Kalige says.

From ERP (enterprise, researching, and purchasing) to email servers and remote telecommuting, HAC’s Chief Information Officer (CIO) is in charge of maintaining computers and the Internet, and making sure everyone is connected; providing systems that allow faculty remote access to lectures and content management systems for their coursework and syllabi; configuring dedicated systems for each of the college’s 12 departments, coupled with customized software according to the discipline; and maintaining a website that provides news

and media, live broadcasts, and webinars.

“I provide services for thousands of people, users, and work stations simultaneously, which means I must assimilate and integrate technology,” Kalige explains. “This job is 24 hours a day, 7 days a week.”

However, the CIO does not just use technology to connect the campus; he uses it to enhance learning.

“Classrooms,” he shares, “haven’t changed for a century. There are many methodologies about how to assimilate technology into the learning process. You have to teach how to acquire facts, how to analyze facts, and how to come to educated conclusions. I offer technology to enhance the learning experience.”

The real challenge he faces in a 21st century world is students believing that being able to access information is enough, but forgetting about actually learning.

“This is a huge problem for the next generation,” says Kalige. “We teach students to use technology, to understand information, and to use it in their field. The value added, however, is teaching them how to use the information. We are helping them adapt to a changing world and changing the way they learn.”

Part of HAC’s management team, Kalige has been in this role for three years. This year, the CIO broadened the use of technology at the College in several ways. Telecommuting and remote learning options were added to an already rich menu of services and supports. For the first time, fully online courses that are synchronized and



interactive became available, transforming a one-dimensional, non-interactive experience to a completely interactive one that takes place in live time, all via a computer.

Students also can use remote learning technology to support global learning. For example, students from the College's Department of Politics and Communication can now actively participate in a seminar given at Wagner University in Staten Island, New York, while sitting in front of their computers in Jerusalem.

The use of filmed or videotaped lectures also has expanded under the CIO's leadership. He says this approach enhances the learning process and the feedback from students has been positive for several reasons. They can watch lectures whenever they want; prepare lessons to further investigate information; synchronize their notetaking, i.e., mark their lessons and note what is important for a test; and share information with peers.

Services also are provided to faculty, including workshops about how to use different technology tools and software. Additionally, lecturers are beginning to incorporate filmed and videotaped lessons, especially since a "Lessons Library" across disciplines and departments has been created. Kalige also has helped faculty to implement "flipped classrooms." This means

instead of a teacher standing in front of the class and providing materials, students preview the lesson on their own time and use class time for discussion, analysis, or experimentation.

Also new this year is software for students to teach them how to properly reference source materials to prevent accidental plagiarism, as well as software to assist them in preparing their CVs. A LinkedIn network was designed for graduates to support them with their employment search—400 graduates have registered to date.

"This is why we keep in contact with graduates and collaborate with the HAC Career Center," Kalige explains. "85% of HAC graduates are working in their field of study. That's why we continue to look at using technology—including smart phones and apps—to expand our interaction with students. We want to create even more interaction, from registration to graduation and post-graduation. It's not easy because it's a balance of public and private information, but if you learn how to work with technology, it saves you precious time. We want to provide students with the tools they need, and teach them how to use them effectively."

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Atar Brosh
Dr. Shay Tayeb
Dr. Atalia Hai Weiss
Jacob Ohayon

Senior Lecturer
Senior Lecturer
Lecturer
Lecturer
Teacher

Visiting overseas faculty

Optometry and Vision Sciences

Prof. Michel Millodot | PhD | Cardiff University | Wales | UK

Prof. John E. Larcabal | OD | Southern California College of Optometry | USA

Prof. Simon Barnard | Institute of Optometry | London | UK

Prof. Barry Weissman | Southern California College of Optometry | CA | USA

Prof. Barry Kran | OD | New England College of Optometry | Boston | USA

Dr. Julie-Anne Little | PhD | Ulster University | N. Ireland

Prof. Bruce Moore | OD | New England College of Optometry | Boston | USA

Prof. Jean-Luc Paltry | Salzburg University | Salzburg, Austria

Inclusive Industrial Design

Prof. Jacob Buur | Head of Research Unit | University of Southern Denmark | Denmark



.....

Department of Communication Disorders

.....

Prof. Elaine Geller | City University of New York | USA

Prof. Nelson Moses | Long Island University Brooklyn | NY | USA

Prof. Loraine Obler | City University of New York Graduate Center | New York
| USA

**Speakers at the 7h Annual Conference on the topic of Language Disorders
in Multilingual Populations: Anne-Katherina Harr** | Institute for German as a
Foreign Language | Ludwig Maximilian University | Munich | Germany

Hanne Gram Simonson | Linguistics Department of Oslo University and the
Center for Multilingualism in Society Across the Lifespan

.....

Photographic Communication

.....

Dr. Paul Grim | Chair of the Department of Computer Science
Fulda University of Applied Sciences

Prof. Werner Winzerling | Department of Applied Computer Science |
University of Applied Sciences | Fulda U. | Germany

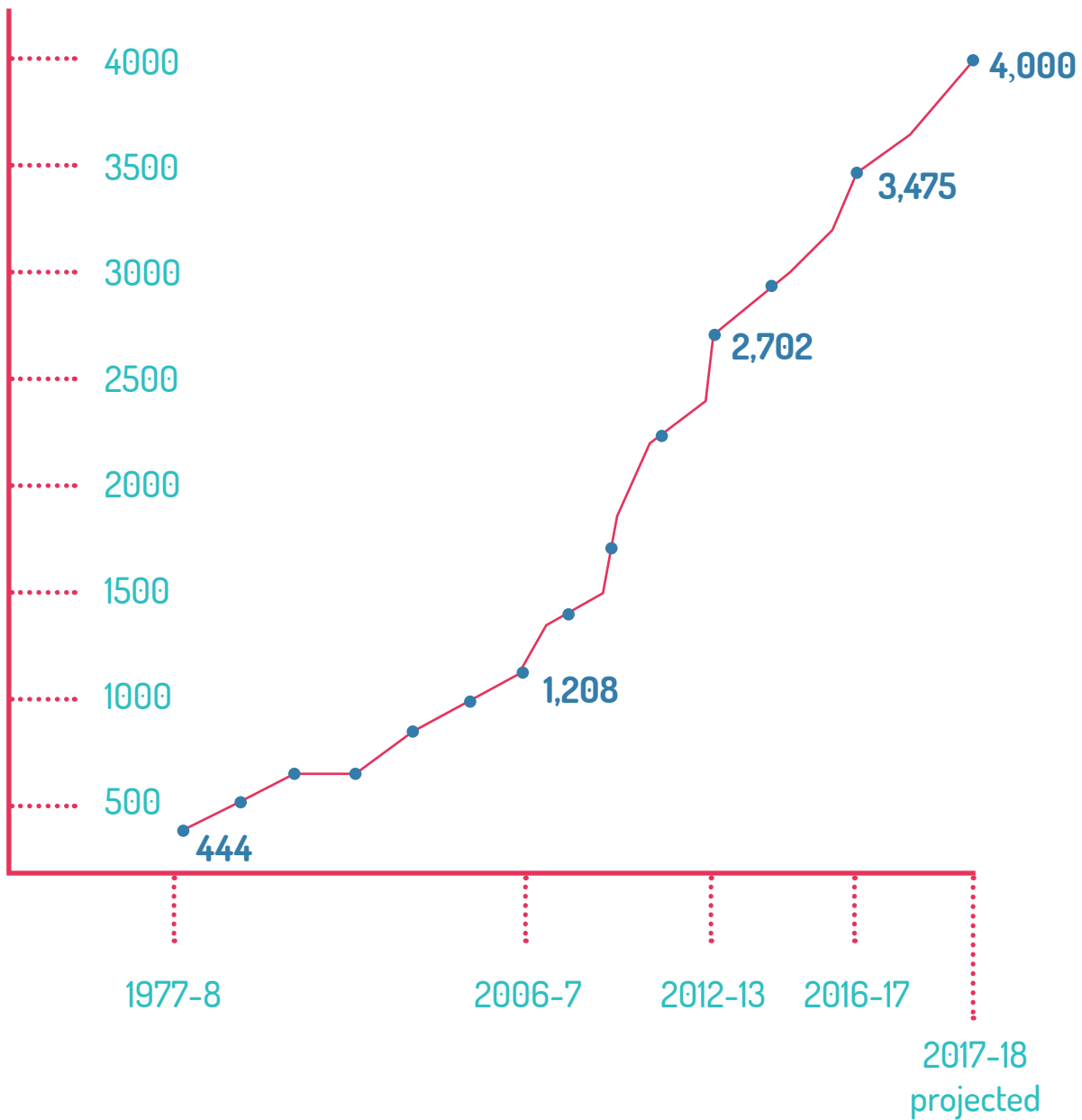
Prof. Anne Boddington | Dean of the College of Arts and Humanities |
Brighton University | UK

Donna Close | College of Arts and Humanities | Brighton University, UK

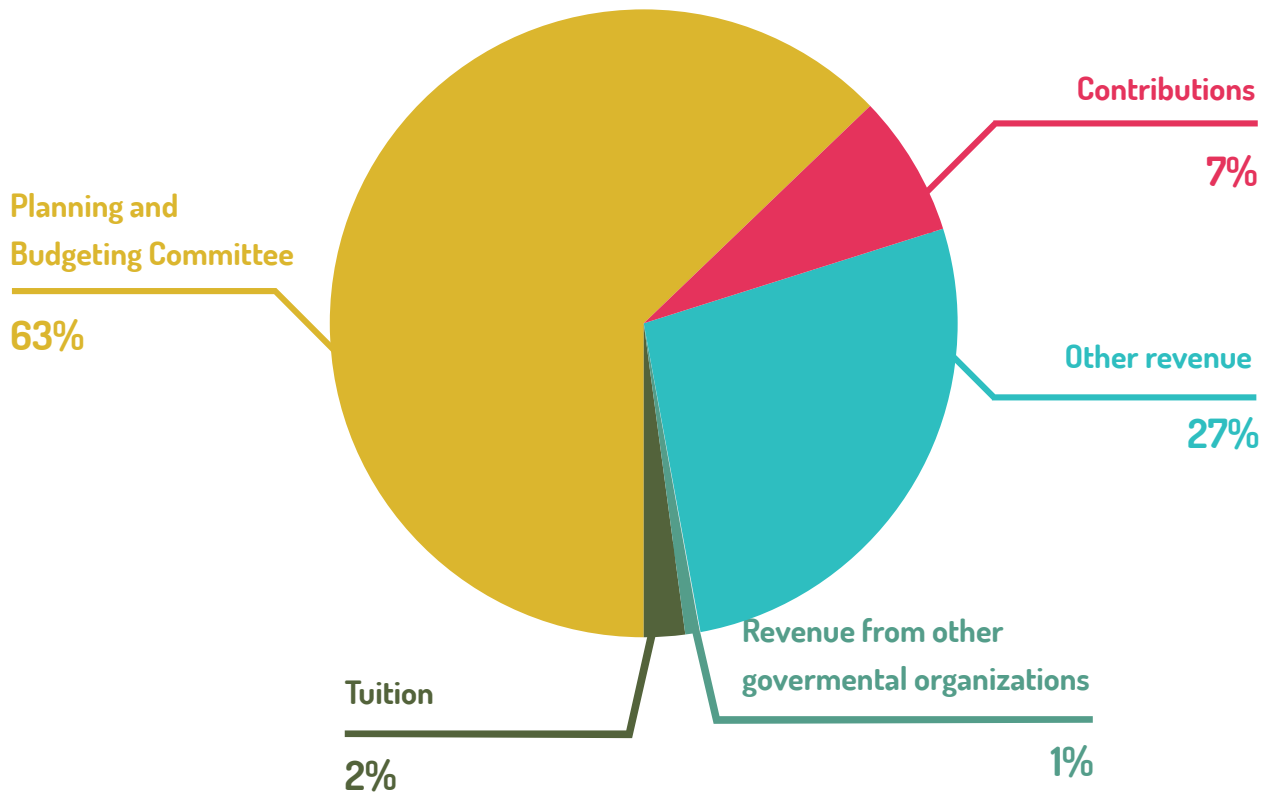
John Hillman | Institute of Photography | Falmouth University, UK

Student Growth

Number of students

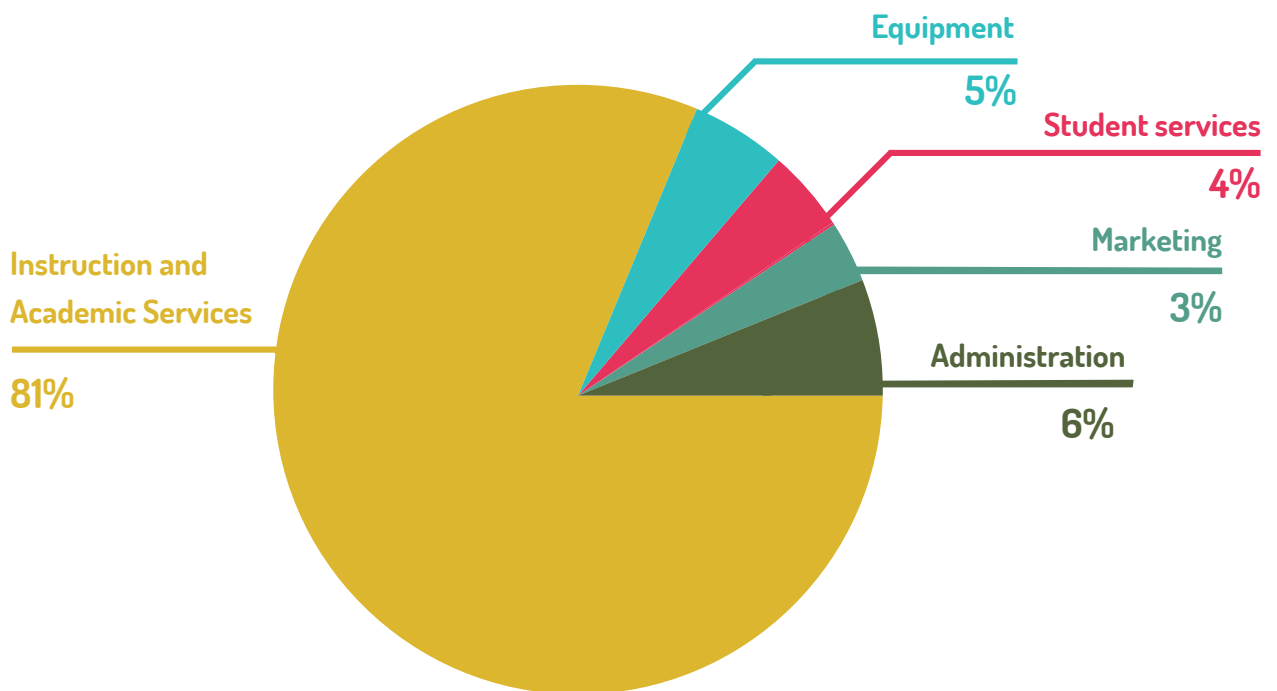


Income 2016-2017



total: nis 124,853

Expenditures 2016-2017



total: nis 124,853

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