

# Combining standards for tomorrow's models: Report of the 2015 whole-cell modeling summer school

Dagmar Waltemath<sup>1</sup>, Falk Schreiber<sup>2</sup>, Jonathan R. Karr<sup>3</sup>, and Other People

<sup>1</sup>University of Rostock

<sup>2</sup>Faculty of IT, Monash University

<sup>3</sup>Department of Genetics & Genomic Sciences, Icahn School of Medicine at Mount Sinai

Computational modeling is an increasingly powerful and important tool for biological discovery, bioengineering, and medicine. Recently, researchers developed the first whole-cell model computational model which represents every individual gene. However, significant work remains to develop fully complete and accurate models of cells. We organized the 2015 whole-cell modeling summer school to teach students the latest cell modeling methods, as well as to bring the computational systems biology community together to assess the need and limitations of our current standards for whole-cell modeling. We found that a whole-cell modeling standard would accelerate the development of whole-cell models, and that more work is needed to expand our current standards to support whole-cell models.

*Index Terms*—Whole-cell modeling, Systems biology, Simulation, Computational modeling, Standards, Education

## I. INTRODUCTION

RESEARCH in the life sciences is increasingly computational, and computational modeling is a promising tool for biological discovery, bioengineering, and medicine. Computational modeling has already been used to identify new metabolic genes [1], add metabolic pathways to bacteria [2], and identify potential new antimicrobial drug targets [3]. Computational models also have the potential to enable bioengineers to design entirely new strains of bacteria optimized for industrial tasks such as chemical synthesis, biofuel production, and waste decontamination, as well as to enable clinicians to design individualized medical therapies tailored to each patient's unique genome. Realizing this potential requires more comprehensive and accurate computational models which are capable of predicting cellular behavior from genotype, but also standardized ways to exchange model description, modeling parameters as well as model visualizations [4], [5], [6].

Recently, researchers at Stanford University developed the first whole-cell model of the gram-positive bacterium *Mycoplasma genitalium* [7]. The model represents the life cycle of a single cell including the copy number of each metabolite, RNA, and protein species, and it accounts for every known gene function. The model is comprised of multiple sub-models, each of which was implemented using different mathematical representations such as ordinary differential equations, flux balance analysis, and Boolean rules and trained using different experimental data.

The *M. genitalium* whole-cell model was implemented in MATLAB, is available open-source under the MIT license, and was extensively documented. This has enabled other researchers to expand the model and use it for their own research, as well as use it as a teaching tool in systems biology courses in universities across the world.

Although MATLAB is commonly used by academic researchers, it is proprietary and expensive. In addition, because

many of the biological details of the model are intertwined with the MATLAB code, significant domain expertise is required to understand, modify, and expand the model. A more transparent, standardized implementation is needed to enable more researchers to use the existing whole-cell model, as well as to contribute to whole-cell modeling. In turn, this would enable researchers to develop faster and more efficient whole-cell model simulators, more deeply explore whole-cell model predictions, and more rigorously evaluate whole-cell models; thereby accelerating the whole-cell modeling field.

The Computational Modeling in Biology NETwork (COMBINE [?]) is the umbrella organisation for various standardization initiatives in computational biology and beyond. It provides to the community a set of data formats that allow software tools to exchange models (in SBML [8] or CellML [9]), simulation experiment descriptions (in SED-ML [10]), maps (in SBGN [11]), and even reproducible simulation setups (as COMBINE Archives [12]). Together, these standards allow for the encoding of virtual experiments in biology. Many so-called COMBINE-compliant software exist to run these experiments. The Systems Biology Markup Language (SBML) and the Cell Markup Language (CellML) are the most commonly used systems biology modeling standards. Both languages can be used to develop a wide variety of models including ordinary differential equation, logical, and flux balance analysis models, and both have been used to build hundreds of models. However, neither language supports several of the features needed for whole-cell modeling including large, sparsely occupied state spaces and multi-algorithm simulations. In addition, the System Biology Graphical Notation (SBGN) is the language to encode the visual representation of a model, but has currently also restrictions regarding the visualization of whole-cell models. Consequently, further work is needed to expand the SBML, CellML, and SBGN languages to support whole-cell models.

To analyse the shortcomings of current standards for whole-cell modeling, we organized the 2015 whole-cell modeling

*summer school*. The summer school aimed to train students in whole-cell modeling, as well as to initiate the further development of the SBML and SBGN languages to support whole-cell modeling. The goals of the school were three-fold: First and foremost, the goal of the course was to train young researchers how to build whole-cell models, how to develop sub-models of individual cellular pathways using different mathematical formalisms and encode them using SBML and graphically encode them using SBGN, and how to combine sub-models into a single model. The second goal of the course was to identify the features that must be added to the SBML and SBGN languages to support whole-cell models, and state-of-the-art models in general. The third goal of the course was to initiate the recoding of the *M. genitalium* whole-cell model into SBML and SBGN.

Here, we summarize the educational and scientific outcomes of the summer school. The paper is structured as follows: Section II presents the format of the summer school, and the progress towards SBML and SBGN models. Section III presents the lessons we learned from the summer school and, specifically the limitations of SBML and SBGN. Section IV discusses future directions. We finish with a conclusion in Section V.

## II. THE 2015 WHOLE-CELL MODELING SUMMER SCHOOL

The idea for this summer school was born at the 2012 COMBINE meeting ([http://co.mbine.org/events/COMBINE\\_2012](http://co.mbine.org/events/COMBINE_2012)) in Toronto. During that meeting, the first COMBINE tutorial took place. It was intended at modelers working with COMBINE standards and COMBINE-compliant software tools. While the tutorial room was full, a short survey revealed that not many core modelers were actually sitting in the room. This awareness led to a longer discussion about how to best reach the end-users of the COMBINE standards. During that discussion, the idea of a summer school on translating a famous model into a COMBINE-compliant representation was born. Two years later, the Volkswagen Foundation funded this undertaking. We selected 10 tutors to support us in preparing and organising the event. Among the applicants, we selected 50 students who joined us in a week of hacking and coding, exploring the whole-cell model, networking and learning more about the importance of reproducible science.

The set goal for the summer school was to re-build the Karr model using only standard representation formats and open software tools. This ambitious goal demanded much work ahead of the summer school itself: In preparation of the summer school the tutors decomposed the model into submodules. They assigned the students assigned to eight research groups, each led by a tutor and each **responsible for one submodule**. During meetings through Google hangout and using code sharing through GitHub, students got used to the MATLAB whole-cell model and started to think about their specific sub-model(s), especially the interfaces. The groups got to know each other and distributed the preparatory tasks, discussed the software tools they intended to use and planned their workshop days.

The summer school week itself was structured in two invited talks, daily working sessions, a daily wrap-up (summary)

presentation of each working group, a poster session, and a final presentation of results on the last day.

### A. Invited talks

Two scientific invited talks were held at the summer school. The first speaker was Dr. Michael Hucka from the California Institute of Technology, USA. He provided an overview of the COMBINE initiative, COMBINE standards and tools supporting these standards. His talk focused on the formats most relevant to whole-cell modeling. The second speaker was Dr. Jonathan Karr from the Icahn School of Medicine at Mount Sinai School, USA. He provided overviews of the whole-cell modeling field, of his own research toward developing and applying whole-cell models for scientific discovery and engineering, and of the *M. genitalium* whole-cell model which he and his colleagues recently developed. Dr. Karr concluded his talk by outlining several research projects which his own group is pursuing to expand the scope of whole-cell models and use whole-cell models to engineer faster growing bacteria.

### B. Daily working sessions

The working sessions ran from Tuesday until Friday. The goal of each team was to provide a running module of their part of the model, together with the necessary inputs and outputs for the other groups.

Each day started with a plenary session, which summarized the goals for the day. The remaining time, students worked in their own groups of five to seven people, working on their single modules. Two additional groups were formed to coordinate on the meta-level: The Integration group developed an integration mechanism for the single submodules, using the software iBioSim [13]. They defined the interfaces between modules, how to select processes, and they discussed how to run the model as a whole. The Floating group consisted of experts in specific areas needed by all other groups. For example, Jonathan Karr visited every group to advise on the biology and modeling part. Falk Schreiber visited the groups to discuss issues with the SBGN representations of the model.

It was very interesting to observe how the single groups approached the general problem of converting an existing model into a COMBINE-compliant representation. Some groups started by reading the supplemental material and drawing an SBGN map from that, using software tools such as Cell Designer [14] or VANTED [15]. Based on the SBGN-ML code they then scripted a transformation into SBML. Other groups started by going through the MATLAB code and converting it into SBML. Other teams rebuilt the model directly in software tools such as COPASI [16] or BioUML [17], again based on the original publication.

Each day closed with a plenary session where the single groups presented their results of the day, got feedback from the whole group, and further topics for discussion were planned. Throughout the workshop, each student presented at least once.

Additionally, we arranged for spontaneous discussion rounds whenever problems occurred in more than one team. For example, many groups needed to represent DNA binding

sites in SBML. The XML code of the SBML got very large when trying to represent every possible state of the system at each time point. Therefore, a break out session was organized that discussed the various solutions. **tbw**

### C. Poster session

The poster session enabled participants to present their own research. 27 students presented posters. Many of the students presented projects on whole-cell modeling or other computational systems biology projects.

### D. Educating young systems biologists

One of the major intentions of this summer school was to educate young scientists. The whole-cell model is now one of the standard models in computational biology. It is therefore also important for young researchers to be informed about the model, its capabilities, the insights it gives and how it can be used and reused. Special focus was on making the participants familiar with cell biology, common modeling methods (such as ODE, FBA, and Boolean), model integration, and modeling standards (SBML, SED-ML, and SGBN).

**We were glad to have Dr. Karr present his model at the summer school.** He also taught students about the single sub-models throughout the school. As a floating tutor, Dr. Karr was a member of the floating team. He visited the different groups and answered questions both on the modeling and on the biology.

**The students were well-prepared for the course. Elaborate background** Many had already attended the pre-course classes via Google Hangouts. Prior to the course, most of the students had already run the whole-cell model.

After the summer school, many students reported that they learned a lot about using open-source modeling software. In particular, students reported increased understanding of SBML and SBGN, and better awareness of reproducibility issues.

The course was also a great networking event for both the students and tutors. Students had opportunities to connect with other young computational systems biology researchers from around the world. The poster session provided students an opportunity to share their own work and get valuable feedback from each other, the tutors, and other scientists from the University of Rostock. Several of the tutors advertised open positions in the labs, as well as upcoming courses and meetings including the April 2016 whole-cell modeling summer school which Jonathan Karr, Luis Serrano, Maria Lluch-Senar, and Javier Carrera are organizing in Barcelona, Spain.

### E. Progress toward an SBML whole-cell model

In addition to training young systems biology researchers, the course produced preliminary SBML encoded versions of each of the whole-cell models sub-models. We enhanced the exchange of information and developed 28 new modules in COMBINE formats that represent the majority of the whole-cell model, and which can be run in open-source software. An overview of progress in the single modules is shown in

**Table 1.** The sub-models are available open-source at <http://github.com/dagwa> and <https://github.com/whole-cell-tutors/wholecell>. The scientific community will benefit from these open-access, reusable versions of the sub-models that make up the model.

Further work is needed to integrate these sub-models into a single model. We hope to achieve this over the next several months.

## III. LESSONS LEARNED

From the feedback that we received, we conclude that the summer school was well perceived. There were many aspects which contributed to the success: selection of team members (to ensure that there are no cliques within a team and that different backgrounds are available within a team), mentoring by expert-tutors (which are well established scientists in the field), flexibility in the schedule, daily wrap-ups to discuss the progress of the different teams, and social activities during the summer school. Most participants thought that the was unusual for a summer school, but gave them the opportunity to learn a lot. However, two participants mentioned that they had not been satisfied with the format, they said that they would have wished for a tighter schedule with more lectures. To meet this need, we introduced two break-out sessions with discussions on SBML-specific topics.

### A. Limitations of SBML and SBGN for whole-cell modeling

SBML and SBGN has never been applied before to such a large and complex model, and therefore using those standards for the whole-cell model provided interesting insights. Specific issues included the representation of large, combinatorial state spaces (such as different states of the binding sites) summing up to over one million in the SBML file, the lack of representation of arrays in core SBML, the generation of random numbers, and the sharing of variables across modules. In SBGN the size and (automatic) layout of some diagrams provided challenges and there arose a need to have mixed diagrams containing more than one SBGN language (SBGN has three sub-languages: Process description, Entity Relationship and Activity Flow).

The second reason for the delay in encoding is the lack of concepts to represent large state spaces sparsely. Currently, SBML enforced the enumeration of the entire space, which is inefficient for combinatorially large spaces. A first improvement is the introduction of arrays, as suggested in the specification of the SBML Arrays package []. However, arrays alone will not solve this problem. We faced serious problems in representing, for example, variations in DNA binding sites. While MATLAB does have concepts for the representation of arrays and vectors, SBML lacks comprehensive ways of encoding these. Here, the discussions between modelers, standard developers and tool developers were particularly interesting, as arguments were provided from very different view points.



### B. Interaction with the modeling community

The positive effect on the standardization community became immediately visible: Throughout the summer school, the participants discussed features of existing standards, thereby providing feedback on the usability of COMBINE standards and associated software tools. This feedback is going to be forwarded into the COMBINE community, for example through presentations at the annual community meetings COMBINE and HARMONY.

We deliberately formed mixed groups of standard developers (mostly the tutors) with modelers (mostly the students). At the same time we arranged students in groups so that their expertise matched the specific module, and so that the groups themselves consisted of heterogeneous scientists in terms of education. Lastly, another aspect for building the groups was that we did not want the participants to know each other before (to enhance the network experience for everybody) and internationality of the groups, whenever possible. The resulting groups thus were divergent in many aspects. The benefit of this divergence was that all participants trained their competences in interdisciplinary work, and the surrounding and the frame of the summer school led to a communicative environment. All students were open to learn new tools and methods, and they were willing to contribute with their own expertise to the overall task.

## IV. FUTURE DIRECTIONS

The goal is to construct SBML-encoded versions of all 28 sub-models and to publish them in the BioModels database. This will guarantee a long-time availability of the sub-models. Help The participants of the summer school plan to continue working in their single groups even after the close of the school. Specifically, the groups plan to meet virtually via Google Hangouts, to finalise the representation of the modules, the annotations, and the graphical maps.

We finished the last day with a long session on “How to move on”, asking each group to make a plan on how to continue after the course. Here, it proved valuable to have all code available in a Git repository that is accessible to everyone. All participants of the course said that they would like to finalise the project. We hope to publish a scientific paper on the COMBINE-compliant model in autumn with all contributors as co-authors.

In addition, lessons learned from the summer school and weaknesses of COMBINE standards are scheduled for the 2015 standardization meetings HARMONY and COMBINE. It will therefore foster further standard development in systems biology.

We will continue the project in a second Whole-Cell workshop, which takes place as a satellite meeting to the 2015 COMBINE conference in Salt Lake City, October 2015.

## V. CONCLUSION

Computational modeling is increasingly important for biological discovery, bioengineering, and medicine, and whole-cell models are expected to become a standard in the future. The whole-cell modelling summer school targeted this critical

area and provided training to young researchers how to build whole-cell models (including how to develop sub-models, encode them using SBML and SBGN, and combine them into a single model), identified features that must be added to the SBML and SBGN languages to support whole-cell models, and initiated the recoding of the *M. genitalium* whole-cell model into SBML and SBGN.

The schedule of the summer school was completely free, and each group was left to organise themselves throughout the days. In the evenings, we had one plenum session to first discuss the day and then summarise the results of that day. The evening activities provided room to network, socialise and discuss about the work in a more informal setting, and specifically with participants from other groups.

The close connection, between tool developers, standard developers and modelers is essential and yet usually missing. The single groups do have their own meetings and it happens that the communication between them is rather sparse. This summer school, however, offered a new channel of communication, through a very concrete task. The fact that modelers openly and directly pointed at lacks in existing standards, and that this criticism was converted into positive action on the developers site is for us the biggest achievement of the summer school. We hope that the summer school will inspire more events like this, where modelers and standard developers work together to solve a biological problem.

The experiences of this summer school will be reported at this year’s HARMONY and COMBINE meetings (as invited talks, opening the two major standardisation meetings for systems biology). We also aim to give feedback through our European networks, such as EraNet SysBio [18], CaSYM [19] and ISBE [20]. Jonathan Karr furthermore announced yet another summer school on whole-cell models, taking place in Barcelona in 2016, but with a focus on the theory behind modeling whole cells. We believe that this summer school set the path for a new series of meetings related to whole-cell modeling. Lastly, we hope that this summer school will become a prime example for modern educational events, showcasing how standard development can happen in close interaction with the end-users.

At the final plenum, all tutors agreed that the goals of the summer school could not have been achieved without the interdisciplinary mix of expertises. The interdisciplinarity helped to see the task from different angles, and certainly it allowed us to try very different approaches to solving a problem (from brute force, to working with design thinking methods). In the opening to the summer school we spoke of the effect of swarm intelligence, and this is what happened during the week of work.

## ACKNOWLEDGMENT

The course was supported by a grant from the Volkswagen Foundation to DW and FS.

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means to integrate model-related information. Dr. Waltemath is an elected COMBINE coordinator and works as an SBML Editor. Contact her at [dagmar.waltemath@uni-rostock.de](mailto:dagmar.waltemath@uni-rostock.de)

**Dagmar Waltemath** received her Ph.D. degree in Computer Science from the University of Rostock, Germany in 2011. Her research focusses on tools and methods to improve the reproducibility of scientific results obtained from simulation models and in the field of computational biology. Dr. Waltemath is currently a junior research group leader at the Systems Biology and Bioinformatics group at the University of Rostock. Her group develops methods for improved model management, model provenance, search and retrieval, and investigates



**Falk Schreiber** is a professor at Monash University's Faculty of IT and an adjunct professor at Martin Luther University Halle-Wittenberg's Institute of Computer Science. His interests are visual computing and visual analytics of biological data, analysis of structure and dynamics of biological networks, integration of multimodal data, standards for systems biology, as well as modeling and analysis of metabolism. Contact him at [falk.schreiber@monash.edu](mailto:falk.schreiber@monash.edu).



**Jonathan R. Karr** received the Ph.D. degree in Biophysics and the M.S. degree in Medicine from Stanford University, Stanford, CA, USA in 2014 and the S.B. degrees in Physics and Brain & Cognitive Sciences from the Massachusetts Institute of Technology, Cambridge, MA, USA in 2006.

Dr. Karr is currently a Fellow at the Icahn School of Medicine at Mount Sinai in New York, NY, USA. His research focuses on the development of comprehensive whole-cell computational models and their applications to bioengineering and medicine. Contact him at [jkarr@stanford.edu](mailto:jkarr@stanford.edu).

tact him at [jkarr@stanford.edu](mailto:jkarr@stanford.edu).