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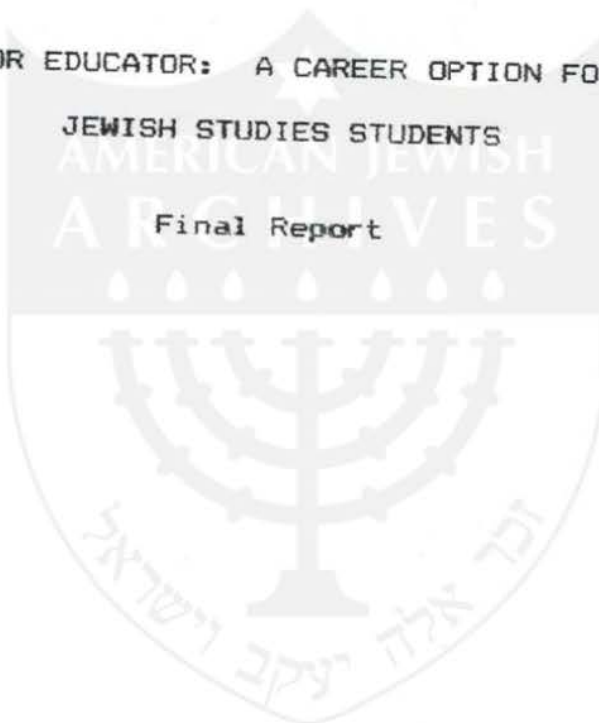


הוועדה לחינוך יהודי של הסוכנות היהודית
THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

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SENIOR EDUCATOR: A CAREER OPTION FOR
JEWISH STUDIES STUDENTS
AMERICAN JEWISH
ARCHIVES
Final Report



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Final Report

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June 5, 1987

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Executive Summary

The purpose of this report is to assess the feasibility of reorienting people in University-level Jewish Studies towards careers in Jewish education and to suggest program models to support or help them make the transition. The objective is to help meet the acute shortage of qualified candidates for senior positions in Jewish education in North America.

Findings:

Overall, the hypothesis seems to be supported by the research. Eight out of nine of those involved in leading Jewish Studies programs supported the need for and feasibility of the effort. The student interviews also confirm the plausibility of the central assumption; yet with some significant caveats that have important implications for the design of programs.

Most of the underlying assumptions seem valid. Jewish Studies students do seem to be strongly Jewishly committed. There seem to be more applicants than jobs in Jewish Studies and not enough applicants in Jewish education. Jewish Studies students are qualified at least in terms of Jewish content or the tools to develop necessary Jewish knowledge to lead institutions in Jewish education. Salaries in Jewish education are at least comparable, and probably somewhat higher, to those in academia.

Conclusion:

A communal effort to support the redirection of some Jewish Studies students into Jewish education careers is desirable and feasible. By itself, such an effort cannot possibly fill the shortages in the numbers of qualified candidates for senior positions in Jewish education. Nor will the transition from Jewish Studies to Jewish education be accomplished easily. Specific programs need to be carefully-defined and well-funded.

But, as one of a series of strategies for expanding the applicant pool for senior positions, new programs oriented to Jewish Studies students may prove to be cost-effective. Even twenty to twenty-five highly qualified, new entrants into Jewish education from Jewish Studies every year could have a tremendous cumulative impact over a five to ten year period. Such numbers appear to be attainable with the right program mix.

Four Program Models should be seriously considered:

A recruitment program aimed at undergraduates; two recruitment/training/job development programs aimed at beginning graduate students; and a recruitment/training/job development program aimed at advanced graduate students or post-doctoral students. These are discussed in detail in the last part of the body of the report.

INTRODUCTION

The Nativ consulting organization in Israel is developing recommendations for the Jewish Education Committee of the Jewish Agency to address the acute worldwide shortage of senior personnel for Jewish education. This project is one of the special studies that Nativ has commissioned to examine specific aspects of the shortage of senior personnel in North America.

A key concern in relation to senior personnel is the relatively small size of the existing pool of candidates in North America, and the need to identify new types of candidates to fill senior positions.

The goal of this project is to assess the feasibility of creating career options in Jewish education for people who have completed or are currently enrolled in University-level Jewish Studies programs in order to expand the pool of candidates for senior positions in Jewish education.

This report includes an assessment of the feasibility of reorienting Jewish Studies students towards careers in Jewish education; and presents program models which are likely to maximize the probability of success.

The report is in four parts:

- 1) A review of Jewish Studies in North America -- the number and type of programs, numbers of students, the employment picture for graduates and the characteristics of current students.
- 2) An assessment of the potential for redirection of Jewish Studies students into Jewish education and the major roadblocks in the face of such redirection.
- 3) The implications for program design which emerge from the foregoing analysis.
- 4) An outline of model programs -- each responding to a different target group, and involving a different mix of recruitment, training and job development strategies.

I. JEWISH STUDIES IN NORTH AMERICA

Description of the Field

While programs in semitics and/or Judaica in some American universities go back to the turn of the twentieth century, the large-scale development of Jewish Studies as a university-level academic subject in North America did not occur until the mid-1960's. This development seems to have

paralleled the development of Black Studies and was fueled by some of the same concerns for pluralism and group identity within American civilization. To a significant extent, its growth was assisted by the involvement of scholars with established or emerging reputations in closely related fields (e.g. Near Eastern languages). The Jewish community provided support both in the form of individual philanthropy to Universities as well as fellowship support for individual students. Large numbers of Jewish students (and sometimes others) registered for courses; an Association was formed. Degree programs were organized at the B.A., M.A. and Ph.D. level, and courses in Judaica became commonplace even in universities that did not offer a specialization or degree.

In most universities, a Jewish Studies Center was organized; existing Departments "affiliated" with the Center; and faculty associated with the Center had appointments in a related department (e.g. History, Literature, Philosophy). In a few Universities, a Department or School of Judaica or Jewish Studies was organized. The Lown School of Near Eastern and Jewish Studies at Brandeis is an example of the latter model -- it is a separate school with its own faculty, students and identity.

The explicit strategy of the field's founders was to focus on scholarship rather than on "mass appeal." The objective was to achieve legitimacy as quickly as possible within the University community: this could best be done with the a focus on high-standards of scholarly research and teaching. As a result, most of the output of the field is "pure" rather than "applied". The field, as a whole is very broad, encompassing Jewish history, literature, language, Bible, Jewish philosophy, Talmud and Jewish law, and Jewish mysticism. A typical course catalogue for a major university department could range from Akkadian to Zionism. Within this broad range however, students are encouraged to specialize in order to reach the levels of scholarship to which the field's founders aspired. This has implications for the content of retraining for Jewish education career preparation (See discussion below).

It is important to recognize that the field is somewhat fluid in the definition of its boundaries. A professor teaching ethnic studies may do all of his research on Jews as an ethnic group, and yet not be identified as a Jewish Studies professor per se. Such a person might have received doctoral support from a foundation committed to the humanities or the social sciences. Yet at its core, the field has developed identity, its own sources of support and funding for doctoral work.

The Memorial Foundation for Jewish Culture has funded doctoral work in Jewish Studies all over the world. Out of the 1320 doctoral candidates receiving support for doctoral study from 1965 through 1984, 540 (or 41%) were in North America. [The Memorial Foundation also does fund Community Service Fellowships].

This orientation to the scholarly content is illustrated by the subject areas of Memorial Foundation grantees.

Table 1
Memorial Foundation International Doctoral Fellowships

Dissertations by Subject Area,

1965-1984

Field	%
-----	----
Jewish History	25
Language and Literature (Hebrew & Yiddish)	20
Talmud and Rabbinics	13
Jewish Philosophy	12
Social Science	10
Bible & Semitics	7
Holocaust	5
Jewish Education	3
Art, Music and Theater	3
Miscellaneous	2

	100%

* Based on 665 responses out of 1320 grantees.

The applied fields -- Jewish education; art, music and theater are at the bottom of the list. Even if some of the Rabbinics and Social science work has some practical relevance, it is likely to be the minority of the completed work.

It is probable that the field peaked by the late seventies or early eighties. Applications (for admission as well as for grants), enrollments, and the number of courses are down or have leveled off in most places: possibly a casualty of the widely-reported professional/pragmatic orientation of current American college students, and weaknesses in the academic job market in general (see discussion below). For example, Harvard's Jewish Studies Center had higher quality applicants and a larger program in the mid-seventies (five new students a year) than today (0 to 3 new students in the last three years). New programs continue to be added (e.g. South Carolina

and Princeton) and some existing ones expanded (e.g. New York University), but the pace has slowed considerably since the mid-seventies. The growth in the seventies and the fall off in the last several years is illustrated by the pattern of pre-doctoral grants made by the National Foundation for Jewish Culture.

Table 2

National Foundation for Jewish Culture
Grants to Pre-Doctoral Students in Jewish Studies
(1961-1985)

YEARS	T O T A L		P E R Y E A R	
	NO. OF GRANTS	AMOUNT OF MONEY	NO. GRANTS	AMT. MONEY
1961-1971:	110	283000	11	28300
1971-1981:	128	411000	13	41100
1981-1982:	14	57700	14	57700
1982-1983:	15	44200	15	44200
1983-1984:	8	33400	8	33400
1984-1985:	9	41000	9	41000

The Association for Jewish Studies has about 1100 members; the largest number are involved in teaching and research related to Jewish Studies; others are involved in part-time teaching (e.g. full-time Rabbis) or are in related fields. The Association also has about 200 student members.

A number of important universities have made major commitments to Jewish Studies. Table 3 identifies the Universities that offer 20 or more courses and award a Ph.D.

Table 3

UNIVERSITY	# COURSES	DEGREES
<u>50+</u>		
yeshiva U.		M.A., Ph.D.
Brandeis U.		M.A., Ph.D.
McGill U.		M.A., Ph.D.
JIS		M.A., Ph.D.
Hebrew Union Clge		M.A., Ph.D.
<u>30</u>		
Columbia U.		M.A., Ph.D.
Harvard U.		M.A., Ph.D.
New York U.		M.A., Ph.D.
<u>25</u>		
U. of California		M.A., Ph.D.
U. Southern Cal.		M.A., Ph.D.
Boston U.		M.A., Ph.D.
Ohio State U.		M.A., Ph.D.
Temple U.		M.A., Ph.D.
U. of Pennsylvania		M.A., Ph.D.
<u>20</u>		
Yale U.		M.A., Ph.D.
Indiana U.		M.A., Ph.D.
Concordia U.		M.A., Ph.D.

Another groups of colleges and universities also offer large numbers of courses but do not offer a Ph.D.

Table 4

UNIVERSITY	# COURSES	DEGREES
CUNY-Brooklyn	50	M.A.
U. of Toronto	50	
U. of Judaism	35	M.A.
CUNY-City College	30	
CUNY-Queens	25	
U. Of Denver	20	
U. of Maryland (Coll	20	M.A.
Clark U.	20	
SUNY-Buffalo	20	M.A.

Many other universities provide courses in Jewish Studies at the graduate and undergraduate level.

The Size of the Field

While the data on the number of courses listed by Universities has been assembled [e.g. Guide to Jewish Studies Programs in North America, published by Hillell, there does not appear to be any comparable quantitative information on course enrollments and numbers of students.

An estimate of Ph.D. level students was developed as follows: telephone and in-person interviews with administrative personnel or faculty at eight of the 17 Universities offering a Ph.D. and twenty or more courses, yielded an estimate of 130 to 140 Ph.D. students. As these 8 offered 255 of the five hundred courses offered at the 17 universities, it is reasonable to assume that there are 260 to 280 Ph.D. students at these major universities; a total of another 20 to 40 might be enrolled at smaller Universities offering a Ph.D. in Jewish Studies. Thus a reasonable estimate is approximately 300 Ph.D. students in Jewish Studies in North America.

It is much more difficult to estimate the numbers of Master's students: many more institutions award the M.A. and programs vary radically in size. The undergraduate level is even more difficult to estimate. There are approximately 1,500 courses in Jewish Studies listed for universities in North America. But some of these are offered every other year; others have multiple sections. Some are seminars with three people; others are lecture sections with large numbers. The numbers of students involved in Jewish Studies courses at the undergraduate and Master's level in North America is certainly in the thousands.

The Employment Picture in Academic Jewish Studies

Since the mid-1970's, concern has been expressed about the job prospects for Jewish Studies Ph.D.'s. Meetings were held at the National Foundation for Jewish Culture in 1981 to try to assess the situation and come up with solutions. At a meeting of the Association for Jewish Studies in 1982, a staff member from the Council of Jewish Federations gave a talk on the job prospects in Jewish communal service to an audience of students and young academicians. Nothing concrete seems to have resulted from these discussions.

There is general consensus among leaders of the field that there are more people with Ph.D.'s in Jewish Studies than full-time college teaching positions in the field. Almost everyone interviewed believes that there is a shortage of jobs. However, there are differences of view among knowledgeable individuals as to the extent and severity of the job shortage; the number of truly qualified candidates for the available positions and the job prospects of people going into the field. One of the leaders in the field pointed out that many of the people completing Ph.D.'s are not necessarily committed to full-time college teaching careers: some are rabbis or educators seeking additional learning and credentials. Even where there were many

candidates, only a few were really qualified. On the other hand, another leader of the field, observed that "the most ordinary jobs in the least likely places had many applicants." He pointed to fine students who were unable to find tenure track positions, having to settle for one year appointments. Another said, "of course, the job market is terrible." Several of those interviewed cited examples of good students dropping out of the field to go into banking or computers. Others minimized these "defections" as insignificant.

One way to reconcile the discrepancy in perceptions is to note differences in degree of specialization and level. The specialized positions, e.g. a position in medieval mysticism, may have few qualified applicants; the less specialized ones, e.g. undergraduate Jewish history and Bible, may have more qualified applicants. For specific jobs, the number of applicants ranges from ten to fifteen with perhaps only 3 or 4 truly qualified applicants to hundreds of applicants for some senior positions.

The data seem to support the view that the number of applicants outweighs the numbers of job openings for college teaching in Jewish Studies. This experience contrasts with the experience in Jewish education. Of the 300 Ph.D. students, some significant number are not actively pursuing a degree. Thus the actual number of active candidates might be about 250. If the average course of study takes about 6 years, this means that there are about 40 PhD graduates every year. In any one year there are only ten to fifteen academic, full-time tenure track openings in Jewish Studies in North America. Thus the applicant pool is three to four times as large as the number of job openings.

Characteristics of the Students

The following discussion is based on student interviews as well as on interviews with current and past faculty members, and some program administrators. The interviews focused on the backgrounds of students; why they chose Jewish Studies for graduate work; what their career goals are; their assessment of the employment prospects in Jewish Studies; their experience with Jewish education; whether they would consider careers in Jewish education and if not, what if anything could change their minds.

All the interviews taken together (of students, faculty, and administrators) do not constitute a scientific sample of the hundreds of doctoral students and faculty; there was not sufficient time to undertake such a sample. Thus the data is impressionistic; but some clear patterns do emerge.

1) All "baalei teshuva" are not in Yeshivot. A number of the graduate students in Jewish Studies came to their Studies out of a search for their own identity as Jews. They come from assimilated backgrounds and grew up with little Jewish knowledge or commitment. Different people were "turned on" at different points and in different ways.

2) Some people come into Jewish Studies out of a related or pre-existing academic interest (e.g. linguistics or comparative religion); sometimes this change meshed with a new interest in their own Jewish identity (point one above).

3) Jewish Studies appears to be an alternative or subsequent course of study for people in Rabbinics. Some students are already ordained; one woman, who self-identified as "halachically-committed" viewed Jewish Studies as a halachic alternative to ordination.

4) Some people have already worked as Jewish communal professionals (including teachers) and have either "burnt out" or found it unfulfilling, and see advanced graduate study as a way to expand horizons.

5) In at least one program, there are several Israelis.

To the extent that one can generalize, Jewish Studies graduate students seem to be Jewishly committed and identified (although to a wide range of Jewish models); have strong intellectual or cognitive interests; and either have or are committed to attaining solid Jewish knowledge and familiarity with Jewish texts.

Most of those interviewed see as their primary goal an academic career --university teaching and research in their chosen field. Some do see Jewish education as a possibility --but more as a fall-back if an appropriate academic position is not available. Several spoke very positively about wishing there was a way to mix roles of university professor and community educator. In general, while few saw themselves as school principals, they were not as negative about their own experiences in Jewish education or about the field as one might have expected.

Among students, there is little information or understanding about positions, salaries or requirements for senior positions in Jewish education. Several questioned their own qualifications as educational managers or pedagogues.

11. THE POTENTIAL FOR REDIRECTING JEWISH STUDIES STUDENTS

Is the Central Hypothesis Valid?

The central hypothesis of this project is that careers in Jewish education can be a valid option for Jewish Studies students with appropriate programming; and that given the shortages in senior personnel, a communal effort to support the development of such options is desirable and feasible.

Overall, the first part of the hypothesis seems to be supported by the research. Eight out of nine of those involved in leading Jewish Studies programs supported the need for and feasibility of the effort. The student interviews also confirm the plausibility of the central assumption; yet with some significant caveats that have important implications for the design of programs.

Most of the underlying assumptions seem valid. Jewish studies students do seem to be strongly Jewishly committed. There seem to be more applicants than jobs in Jewish Studies and not enough applicants in Jewish education. Jewish studies students are qualified at least in terms of Jewish content or the tools to develop necessary Jewish knowledge to lead institutions in Jewish education. Salaries in Jewish education are at least comparable, and probably somewhat higher, to those in academia.

The second part of the hypothesis -- that investment of communal effort and resources to support this development is desirable and feasible -- is more difficult to "prove" or "disprove." The re-training of Jewish Studies students is one of a range of possible actions to reduce the shortage of senior personnel in North America. With 4,000 senior positions in North America, and assuming a 10% turnover, there are about 400 vacancies every year. If the applicant pool for such positions is between 400 and 500 (a best estimate), and one sought to double the size of the pool, 400 to 500 new highly qualified individuals eligible for senior positions in Jewish education would be needed.

In this context it is clear that Jewish Studies alone with 250 to 300 people in a Ph.D. pipeline (and an additional several hundred(?) in the process of receiving an M.A.) will not fill this gap; especially since Jewish education careers are likely to be appropriate for only some of these people.

But, as one of a series of strategies for expanding the applicant pool for senior positions, new programs oriented to Jewish studies students may prove to be cost-effective. Even twenty to twenty-five highly qualified, new entrants into Jewish education from Jewish Studies every year could have a tremendous cumulative impact over a five to ten year period. Such numbers appear to be attainable with the right program mix.

It is in this spirit, that design proposals are developed below. Before approaching specific proposals, a brief discussion can put the issue of salary in perspective.

A Note on Comparative Salaries

Many people believe that salaries are higher in Jewish communal life than in academia; others believe that they are not higher and some students believe that they are higher in Jewish Studies.

While the data are difficult to interpret because of the issue of comparability, it appears that both university salaries and salaries in Jewish communal life have increased in recent years, especially at the upper levels. To the extent that one can compare radically different settings, work and career paths, it appears that salaries are roughly comparable in both fields, see Table 5.

Table 5

SELECTED SENIOR POSITIONS: JEWISH COMMUNAL SERVICE			ESTIMATED AVERAGE ACADEMIC SALARIES, JEWISH STUDIES	
LEVEL	AVERAGE SALARIES (MEAN)		POSITIONS	Average Current Salaries
	JCC's (1986)	BJE's (1985-1986)		
EXECUTIVE LEVEL	Executive \$53,000 Director	Agency \$51,000 Directors	Professor	\$55,000
UPPER MIDDLE LEVEL	Branch Dir. Ass't Dir. 40,000	Ass't or Associate 42,000 Directors	Assoc Prof	40,000
LOWER MIDDLE LEVEL	Program Dir. 26,000 Camp Dir.	Ed. Cons & 33,000 Specialist	Asst Prof	27,000
FIRST LEVEL	Arts Dir. 21,000 Day Camp Dir. Prog. Coord. PreSchl Dir.		Entry (1 yr 20,000 temp)	

Given the time it takes to prepare for an academic career, and the difficulty in climbing the academic ladder in the current atmosphere of university contraction, it is likely that if one could control for age and experience, academic salaries would appear to be lower. The single greatest variable in determining communal salaries appears to be community size and institution size. This is less likely to affect academic salaries: thus again, in "real terms," professional salaries are somewhat higher in most Jewish population centers.

While salaries do not appear to present a barrier to a successful transition from Jewish Studies to Jewish education, there are other possible roadblocks that need to be considered.

Possible Roadblocks

On the other hand, they have chosen to pursue a university-level career --not one in elementary and secondary education, community center or Board of Jewish

Education. They have opted not only for a career of teaching and research, but for a particular type of life style. Most of the senior positions in Jewish education involve at least as much management as well as teaching.

The career change from University-level Jewish Studies to Jewish education is not for everyone. Some students are so committed to their image of the academic life, they will accept nothing else. Others are such brilliant scholars, that even with a difficult job market, doors will open for them.

In addition to these specific concerns, there are all of the difficulties of reorienting humanities people to professional roles. In many ways, professionalization is the key challenge here, as well as elsewhere in Jewish education.

A key roadblock to the successful implementation of a program to support transition, is the relatively low status of Jewish education. While some of those interviewed believe that the status of college teaching has declined in North America, most people believe that being a college professor represents higher status than being a third grade teacher and probably even a Day School principal.

Many of the Jewish Studies programs are at the most prestigious universities in the country. Almost none of those universities have any capacity on the professional side of Jewish life. On the other hand, there are few high-quality training institutions with the capacity to prepare senior Jewish educators. This is an issue of overwhelming importance to the whole future of the effort to upgrade Jewish education.

Other potential roadblocks include the absence of good information about opportunities in Jewish education or mechanisms to bring that information to the attention of Jewish studies students; professional barriers such as credential requirements around the Board of Licensing for Jewish teachers; lack of managerial or educational process (pedagogical) skills; a commitment to educating adults (not children); and life style differences --particularly the issue of free time.

An effective process of program design needs to confront and deal with these issues, and methods to remove these roadblocks need to be incorporated.

III. PROGRAM DESIGN CONCEPTS

Target Groups

The potential target groups identified below are keyed around the important academic decision/transition points in a typical process of education and career development.

1) Undergraduates (Sophomores & Seniors)

In most colleges and universities in North America, students select their areas of concentration at the end of their sophomore year. College counselors, Hillel Directors, and students themselves need information on career opportunities in Jewish education; those who are interested in considering such careers need to be encouraged to include some Jewish Studies courses in their programs.

Students who are enrolled in Jewish Studies courses face their toughest choices in their fourth year. Students in their fourth year are deciding whether to pursue their Jewish interests avocationally, vocationally (or not at all); whether to find a job or apply for further study; whether to apply to professional school or graduate school.

2) Beginning Graduate students (First and second year M.A. students and first and second year Ph.D. students in Jewish Studies)

Towards the end of the first year or second year some of the Ph.D. students who have "drifted" into Jewish Studies, may have discovered that it is not for them. Students completing a first year of a two-year M.A. Program in Jewish Studies may be deciding whether to complete the degree or stop with a year of enrichment and learning. Both groups should have an opportunity to participate in training/ job combinations, possibly involving a masters or doctoral degree in Jewish education, where they will be able to build on (and get credit for) their Jewish Studies work.

Students completing a Jewish Studies M.A. should have an opportunity to enroll in a non-degree workshop sequence to develop the relevant skills to move towards leadership roles in Jewish education or to move into a doctoral program in Jewish education.

3) Advanced Graduate Students (Third year, fourth year etc.)

Ph.D. students)

People at this stage, who have completed course work and are either preparing for comprehensive exams or working on a dissertation are often under significant economic and psychological pressure. This category includes a significant number of ABD's (All but Dissertation) in Jewish Studies who are not on campus. Many of these will never finish. A way needs to be found to orient some of these people to Jewish education, while helping them to finish their degrees and put their knowledge and skill to work for the benefit of the community.

4) Ph.D.'s in Jewish Studies

Even people who have completed the Ph.D. may be interested in moving into Jewish education. This can be facilitated with some form of post-doctoral study/support.

Another useful way to think about Jewish Studies students --beyond the stage of study is to define four groups of Jewish Studies graduate students from the perspective of their nature and depth of their commitment to Jewish Studies.

A : COMMITTED ACADEMICIANS

The first group of students are those who are explicitly, specifically and deeply committed to the "lonely life of scholarship." They have chosen the campus as a life style; the teacher-researcher as vocation; study for its own sake as their goal. In the words of one such student, " I love the womb of the University." Some individuals in this group might be enticed into careers as professors of Jewish education instead of Jewish history; but this is probably a long shot. In general, this type is not a candidate for re-orientation to a Jewish education career.

B: PROBABLE ACADEMICIANS

This second group of students is headed towards academic careers, but not as single-mindedly as the first group. They are attracted by the relative freedom of academic work and its intellectual content; they like the colleaqual life style. Yet they are not uninterested in the community. In some fields, people in this category move among think tanks; the University; consulting and several year assignments in government, industry or the voluntary sector. This is beginning to happen in Jewish life at upper echelons (JESNA, Bronfman Foundation and Brandeis-BarDin are examples). This type is a candidate for mixed academic - Jewish education careers (such need to be created or supported) .

C: JEWISH SEARCHERS

This third group of students includes those who may have floated into Jewish Studies in a process that involves substantial uncertainty about career goals together with a general commitment to graduate study and a curiosity or excitement about their own Jewishness. There appear to be substantial numbers of such people, both in Master's programs and in Ph.D. programs (probably more in the former), and they are very ripe for Jewish education careers with the proper approach (see program concepts below).

D: OTHER

This is not a group; but a residual category. It is very mixed: includes people who have left communal service careers; Israelis who are planning to go back; people who don't need to work but wish to learn; and other who defy classification.

These two ways to define target groups -- educational stage and commitment to Jewish studies -- can be inter-related to form potential target groups for reorientation to Jewish education. In this analysis, a number of types of students are not likely candidates for Jewish education. "Committed academics" at all graduate levels are not likely to leave Jewish Studies. Some people in the group defined as "other" may be attracted into Jewish education, but it is too eclectic a group to be able to target. Students who come into Jewish Studies as "searchers" are likely to have left the field or sharpened their interests into an academic orientation by the time they are advanced graduate students. Undergraduates are unlikely to be as sharply differentiated as graduate students; and it is probably useful to think of them as a single target group. Five target groups are defined in this process; summarized in the chart below:

Summary of Client Characteristics

	Committed Academics	Probable Academics	Jewish Searchers	Others

Undergraduate Students		G R O U P	I	
Beginning Graduate Students	xxxxxx	Group II	Group III	xxxxxx
Advanced Graduate Students	xxxxxx	Group IV	xxxxxx	xxxxxx
Post-Doctorates	xxxxxx	Group IV	xxxxxx	xxxxxx

Group I - Undergraduates

Group II - Beginning graduate students, probable academics

Group III- Beginning graduate students, searchers

Group IV - Advanced graduate students, probable academics
& Post-Doctorates

A program or set of programs will be suggested for each of these five target groups.

Program Elements

There are three potential components of each program: promotion and recruitment; training; and job development. At least one of those interviewed felt that recruitment was the key: that the good people did not need very much additional training. Others argued that significant re-training would be needed to enhance managerial skills (from fund-raising through planning), board development skills, knowledge of educational process and method, and professional identity.

To a significant extent, the three components are inter-related. Recruitment depends on advances in job development and training: recruitment would be helped if there were some prestigious training options to offer and some interesting new types of jobs. On the other hand, it is unreasonable to expect communities to invest in creating new jobs, if an active recruitment effort is not demonstrating the existence of a good pool of candidates.

Program Models

Four program models are envisioned:

I. A Recruitment-Oriented program aimed at informing undergraduates about Jewish education career options;

II. A Support/Training and Job Development Model aimed at preparing Probable academics at an early stage of graduate study for mixed Jewish studies/Jewish education careers

III. A Training-Job Development model aimed at deflecting "searchers" at an early stage of graduate study from Jewish Studies into Jewish education careers.

IV. A Support/Training and Job Development model aimed at preparing probable academics at an advanced stage of graduate education or with an already attained doctorate for higher education careers with a focus on Jewish education.

Principles of Program Design

Some design principles relate to all program models and some to a few. They are listed below from the most general to the most specific. The relevant program models are identified in parentheses.

1. A key building block for all programs is the evident strong Jewish commitment of Jewish Studies students. This should be reflected in promotion material and in developing financial support for program models (I,II, III, IV)

2. Good information about opportunities in Jewish education is lacking at all levels; thus the preparation of attractive, factual material must be part of all program models. (I,II,III,IV)

3. Mechanisms do not exist to bring information about Jewish education to the attention of Jewish Studies students even where such information exists; such mechanism need to be created. This is especially key for undergraduates (See discussion below). (I,II,III,IV)

4. The relatively low status of Jewish education is a difficult and fundamental issue. Thus, an aura of prestige needs to be incorporated into all program models even if there is the risk of criticism of "elitism", and even though the serious shortages of qualified senior personnel would suggest that mass programming is needed. (I,II,III,IV)

5. The challenge of re-orienting Jewish Studies students is a particular application of the more general difficulty of reorienting humanities people to professional roles. Such programs have been effective where they have been selective in recruitment; and where they build in recognition of the knowledge and skills of the trainees (e.g. research skills). (II,III,IV)

6. Jewish Studies graduate students are knowledgeable about Jewish texts and sources. This is a key determinant of training requirements.

Even though advanced Jewish Studies tends to be rather more specialized than the knowledge required for Jewish education, students generally have the skills to fill in the gaps on their own. (II, III, IV)

7. On the other hand, Jewish Studies students tend not to be knowledgeable about educational management (fund-raising, planning, personnel, budgeting etc), board development and community organization, or educational skills and methods. Thus the core of training programs needs to the delivery of such skills. (II, III, IV)

8. "Probable academics" seem to be committed to educating adults whereas "committed academics" seem to focus on the University per se. Given the growing awareness of the need to expand Jewish adult education, it is plausible to focus training and Job development for these groups on adult education. (II, IV)

9. The same groups seem most interested in teaching & research rather than management. This is true of many professionals, including those in Jewish education. First, there is a need to present management effectively in the course of training. Second, there is a need to create at least some senior positions that combine, teaching, research and management. (II, IV)

10. The explicit development of professional identity is as important to this group as to educators in general. Academia does provide strong group identity; an equivalent needs to be developed for people moving from "gown" to "town." (II, IV)

The elements in the Models discussed below are meant to be illustrative, rather than definitive. They suggest the kinds of specific programming that might be appropriate within each model.

IV. PROGRAM MODELS

Model I: A recruitment-oriented program aimed at informing undergraduates about Jewish education career options

The pervasive shortage of information about career options in Jewish education is most critical in relation to undergraduates facing initial career choices. For example, the recent rapid advancement in senior salaries in Jewish education in North America, is generally not known. Information about training options is not systematically available. It is as important to include those who advise students - i.e. career counselors and faculty -- as the students themselves.

Short-range elements:

1) A well-designed brochure describing career options in Jewish education. One version of a brochure could be aimed at college guidance and career counselors; another version could be aimed at faculty in undergraduate Jewish Studies who do informal counselling.

2) Two or three day workshops for college and guidance career counselors to orient them to opportunities in Jewish education. These workshops could be targeted at campuses with substantial numbers of Jewish students and active programs of Jewish studies.

3) Career days for college juniors and seniors to present Jewish education options. These should also be targeted at campuses with many Jewish students and active programs of Jewish Studies.

Basic element:

4) The shortage of high-quality training programs in Jewish education at prestigious universities is a serious problem. One route that should be explored is the development of quality professional training at campuses where Jewish Studies is already well established, thus creating opportunities for students to combine Jewish Studies and professional training for Jewish education.

Model II. A Support/Training and Job development Model aimed at preparing probable academics at an early stage of graduate study for mixed Jewish Studies/Jewish education careers

Short-range element:

"Community Assistantships" -- Communities and/or school systems should offer the equivalent of teaching assistantships to first or second year graduate students. The students would be required to teach one adult education course or a course in a community school (e.g. community high school) working under the direction of an experienced educator. In exchange, they might get a combination of grant and loan to help with their tuition and/or living costs.

Basic element : (same as Model I)

MODEL III. A Training-Job Development model aimed at deflecting "searchers" at an early stage of graduate study from Jewish Studies into Jewish education careers

Short-range element (Promotion/Recruitment)

* Weekend seminar/workshop/shabbaton on Jewish identity; Jewish communal service and Jewish education with recognized Jewish intellectuals and communal leaders

The objective should be to attract the best of the "searchers" with a very high-quality combination of training, supervised work and a "fast track" into senior positions. The program concept is analogous to corporate training and development models.

Basic Elements

Training and Supervised Work. A program in Jewish education (Master's level) where one year of graduate study in Jewish education (or its equivalent) is a requisite for admission. The Program might consist of

one year of coursework in educational skills/methods and management and applied research projects in Jewish education; an intensive summer experience in Israel with a focus on Jewish content; and a second year of rotational assignment in different educational settings: e.g. three months in a school; three months in a community center and three months in a Board of Jewish Education.

Even with quality recruits and an excellent training program, it would be difficult for re-oriented Jewish Studies students to move directly into existing senior positions. They are likely to be resented, because they haven't "paid their dues"; e.g. serve in a classroom. The element described below is designed to deal with this problem.

"Fast Track" employment program. After completing their training, graduates would be offered entry-level employment in selected high-quality settings, with a senior educator who could act as mentor. They would be expected to serve two to three years in such a position (e.g. teacher/ community educator/Hillel educator). At this point, they would be offered an intermediate position: e.g. department head or assistant principal; director of education in a good supplementary school, or program director in a community center. After another two or three year's of service, they would be offered a senior-level position.

Intermediate level job creation. A critical career path blockage in formal Jewish education may be the relatively few jobs intermediate between teacher and principal. These are the jobs that are the first-level management positions. There are many more "principals" than "assistant principals" in day school. New jobs need to be created that are at this intermediate level and that fulfill real needs and that are in a career path leading to top jobs. One such job would be the position of "Director of Community Education." Such positions could be created by grouping several existing part-time positions to create a single full-time professional position (e.g. educational director in a Community Center; supplementary school principal and educational director in a summer camp). Other needed new intermediate positions include subject matter specialists/department heads who might also function on a multi-school basis.

Given the interests of many of these students it is probably most important to develop additional job opportunities in adult education.

IV. A Support/Training and Job Development model aimed at preparing probable academics at an advanced stage of graduate education or with an already attained doctorate for higher education careers with a focus on Jewish education.

Short-term element

National Research Agenda & Fellowship Program in Jewish Education. Advanced graduate students should be helped to finish their work. Many students will focus on topics of little relevance to issues in Jewish education because of their own interests and those of their professors. A clearly articulated national research agenda with doctoral fellowships to those who do research on important topics

would not only add to our fund of knowledge, but interest new people in the academic/research side of Jewish education.

Basic Elements

Professorships in Jewish Education. Many Jewish communal leaders have endowed professorships in Jewish Studies. There is an acute need for professorships in Jewish education to provide academic leadership both for research and for education.

Community Scholar Positions. The growth in Jewish adult education has involved many Jewish Studies academics in community lectures, workshops, and retreats. The creation of "joint appointments" between a university and a community, involving a 1/2 time academic appointment and a 1/2 time appointment as community scholar could be a wonderful way to harness the learning and commitment of Jewish Studies graduates who are not prepared to make a full shift.



APPENDIX : Completed Interviews

NAME	POSITION	AFFILIATION
=====		
DIRECTORS, PROFESSORS OF JEWISH STUDIES [Individual Interviews]		

Dr. Robert Chazan	Dir, Cntr for Jewish Stud CUNY; appt'd Chair in Judaica and Dept head NYU	CUNY/NYU
Dr. Marvin Fox	Director, Lown School of Near Eastern & Judaic Studies	Brandeis U.
Dr. Sidney Leiman	Chairman, Dept. Jewish St	Brooklyn College
Dr. Hillel Levine	Dir, Cntr Judaic Studies	Boston U. (Telephone)
Dr. Bernard Riesman	Director, Hornstein Prog Jewish Communal Service	Brandeis U.
Dr. Paul Ritterband	Prof, Appt'd Dir. Jewish Studies Center, CUNY	Queens College/CUNY
Dr. Bernard Septimus	Prof, Dept. of Near Eastern Lang. & Civiliz.	Harvard U.
Dr. Lawrence Shiffman	Prof, Actg. Dir, Hebrew and Jewish Studies Dpt	N.Y.U.
Dr. Nathan Winter	Prof., Dept. Hebr & Jud. St.	N.Y.U.

DIRECTORS OF RELEVANT COMMUNAL AGENCIES [individual interviews]		

Dr. Jonathan Woocher	Exec. Dir. JESNA	JESNA
Dr. Jerry Hochbaum	Exec. Dir., Memorial Fndn for Jewish Culture	MFJC
Mr. Abraham Atik	Exec. Dir., National Fndn for Jewish Culture	NFJC

GRADUATE STUDENTS,	JEWISH STUDIES/COMM SVCE	[group interviews]
Mr. Harvey Sukenic	graduate student	Brandeis U.
Ms. Ellen Cohen	graduate student	Brandeis U.
Ms. Stephanie Rotsky	graduate student	Brandeis U.
Ms. Karen Landy	graduate student	Brandeis U.
Ms. Marietta Jaffee	graduate student	Brandeis U.
Ms. Joan Carr	graduate student	Brandeis U.
Ms. Diana Lobel	graduate student	Harvard U.
Ms. Jo David	graduate student	N.Y.U.
Ms. Rivka Halpern	graduate student	N.Y.U.
Mr. Abraham Uriel	graduate student	N.Y.U.
Mr. Leonard Sones	graduate student	N.Y.U.
Mr. Steven Hudson	graduate student	N.Y.U.

