



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

Subseries 1: Meetings, 1990–1998.

Box
18

Folder
14

Barth, Karen. Meeting. 8 April 1998, 1998.

Pages from this file are restricted and are not available online. Please
contact the [American Jewish Archives](https://www.AmericanJewishArchives.org) for more information.

LP/KAB
4/8/98

- | | |
|--------------------------------------|----|
| 1. The workplan/forum | |
| 2. Chairman's Council | #1 |
| 3. Update on recruiting and staffing | #2 |
| 4. Israel trip | #3 |
| 5. 1998 Fundraising | #4 |
| 6. Strategic Plan rough draft | #5 |
| 7. Baltimore lay leadership | #6 |
| 8. Attorney/Accountant/PR firm | -- |
| 9. JEWEL | -- |
| 10. Internal office issues | #7 |
| 11. Ongoing issues | #8 |



Mandel Institute

מכון מנדל

Tel: 972-2-566-2832

Fax: 972-2-566-2837

FACSIMILE TRANSMISSION

To: Megan

Date: April 1, 1998

From: Ariella

Fax Number: 013-1-212-532-2646

Pages:1

Dear Megan,

How are you?

Below you will find a list of all of Karen's meetings for her stay in Israel. I scheduled all of the appointments she wanted except for the one with Avraham Infeld as I told you on the phone.


1. Thursday April 16th, Walter Hertzberg at MI 9:00-11:00am.
 2. Sunday, April 19th, Garry Stock at Laromme 8:00-10:00am.
 3. Sunday, April 19th, Michael Rosenak 10:00-14:15 at MI.
 4. Sunday, April 19th, Adam Gamoran for dinner, 7:00-8:30pm.
 5. Monday, April 20th, Alan Hoffman 7:30-10:30am at Laromme.
 6. Monday, April 20th, Howie Dietcher 12:00-1:00pm at MI.
 7. Monday, April 20th, Barry Holtz 1:30-3:00pm at MI.
 8. Friday, April 24th, Adam, Bethamie, Steven C. 8:00-10:00am at MI.
 9. Sunday, April 26th, Jonathan Mervis 8:00-9:00am at the Laromme.
 10. Sunday, April 26th, Prof. Fox, Annette Hochstein, 9:30-12:30 at MI.
- If you need anything else, Please let me know.

Best regards,

Ariella

Revised

AGENDA
MLM/KAB
4/8/98

- 
1. Notes from prior meeting # 1
 2. Chairman's Council – next meeting # 2
 3. Update on recruiting and staffing # 3
 4. Baltimore lay leadership # 4
 5. Israel trip # 5
 6. 1998 Fundraising # 6
 7. Strategic Plan rough draft # 7
 8. Master Schedule Control # 8
 9. The Forum

MLM/KAB
Notes from meeting 3/15/98

ONGOING ISSUES/ASSIGNMENTS

1. Strategic plan document. (KAB)
2. Put 3-year terms of office in bylaws (KAB)
3. Attend next MPP meeting (KAB/LP)
4. Discuss how to work together globally at next "roundtable." (KAB/LP)
- ✓ 5. MLM to speak to David Brenner re: Accounting services for CIJE
- ✓ 6. MLM to find out where investor relations meeting was held in Long Island
- ✓ 7. KAB contact Jim Schwartz at CJF re: NJPS

DISCUSSIONS

1. CIJE should focus more on outcomes. Find a few cities with strong relationship with CIJE. Work toward demonstrable success in field sites in those cities. This should drive our agenda
2. Look for a small PR firm to work on Forum and CIJE image. Do not use Finn
3. Slow down hiring of JEWEL director to allow for MFS evaluation of broader leadership development strategy

Chairman's Council

Name	May 5	May 21	June 11	June 16
David Arnow 869-9700 NOT INTERESTED				
Alan Jaffe 969-3000 – Teresa	X	--	X	--
Michael Jesselson 459-9600 – Judy	--	X	X	X
Gershon Kekst 593-2655 – Marie Left messages – no response yet				
Morris Offit 350-3800 – Mary	--	--	X	X
Judith Stern Peck 628-1027	--	X	--	X
Richard Scheuer 914-834-3546	--	X	X	--

#4

BALTIMORE CJE/FRD LEADERSHIP DEVELOPMENT PLAN
 "BALTIMORE INSTITUTE FOR LEADERSHIP IN EDUCATION"
 working draft for 2/15/98 phone consultation

GOAL: Develop a Baltimore-based funder group conversant in the major issues of Jewish education so that they can a) embark on educational initiatives either solely or collaboratively, b) be knowledgeable and competent evaluators of educational proposals that come to them, and c) create a critical mass of individuals who have both the resources and the "power" to influence the communal agenda in favor of substantive and lasting Jewish educational reform.

1st CUT CRITERIA FOR INVITATION TO JOIN INSTITUTE:

- ✓ direct control over or access to significant funding resources already allocated or that can be allocated to education (\$25k/yr +?) New \$ or 2nd, 3rd, 4th generation of old \$ (Current investors and potential investors)
- ✓ willingness/interest to learn more about Jewish education
- ✓ willingness/interest to engage in Jewish learning
 focus: **not** *Torah lishmah*, but role in Jewish tradition of education in building community, sustaining identity; responsibility of funders and leaders to support and promote education

DESIRABLE BUT NOT ESSENTIAL:

- ✓ expertise in general education--either secondary or higher education-- involvement on boards or directly in schools-- check out independent school and university board rosters
- ✓ acquired expertise in specific area of education: curriculum development, professional development, school construction etc.

POTENTIALLY PROBLEMATIC OUTSET BUT COULD ALSO BE AN OUTCOME IN SOME CASES:

- ✓ Ability to drop parochial agenda (that is bias towards magic bullet approach to Jewish education and promotion of favorite magic bullet)

CLASS SIZE AND MAKE-UP:

~40-45 participants
 2/3 laymen, 1/3 professionals

CURRICULUM:

A full year of study Sunday evenings for ~ 2 hours plus socialization time every 6 weeks (7-8 sessions total)

Focus is on the big ideas/questions in Jewish education (behind every big idea is a big question) and, where possible, focus on the local implications of the ?:

- ? Is there a chance for supplementary education to work?
- ? How do we measure educational success?
 markers, methodologies, indicators
- ? What can we learn from general education (in America and elsewhere) that we can apply to the challenges of Jewish education? e.g., Dewey/progressive movement, portfolio assessment, curriculum integration, use of arts to "get at" humanities, foreign language instruction
- ? What would early childhood have to look like in order to succeed?

4

Idea would be to portray project as a collaborative effort between 4-5 major funders and federation.

☛ Determine CIJE role. Options are:

a) Advisor-- helps us to construct curriculum. We are general contractor, they suggest, we hire the teachers and we identify and recruit local facilitators for small group work.

Baltimore provides director of program and manages all logistics

b) Hire CIJE to do whole project-- they coordinate, monitor program, hire all the teachers, manage all the logistics. CIJE provides director of program. We take care of mundane local details.

c) Combo of a and b-- CIJE designee and Chaim co-direct. We take care of all local issues, CIJE manages over-all curriculum and faculty. Both directors attend all sessions.

☛ KB submits rough budget for cost of option c

☛ CB, LMH go to NYC for day to meet with KB and CIJE curriculum specialists to begin planning year's programming.



file:Associated\cjeFRDpl.298

- ? Does the Hebrew language have a future in America?
 ? How can a community engage in a strategic plan for Jewish education?
 ? How do private foundations sustain innovation in education?
 ? What kinds of problems can't be solved on a national level?
 ? What kinds of problems can't be solved on a local level?
 ? What does the national community need that only a local community can provide?
 Lab sites, change models, reallocation of \$'s process and rationale

DESIGN CHALLENGES:

- ☺ To create sufficient opportunity for engagement while recognizing the low levels of knowledge of most participants (how much pre-session reading is reasonable to expect, striking proper balance between frontal and participatory learning)
 ☺ To identify and teach the vocabulary that needs to be learned
 ☺ To convince doers to sit and learn 1st rather than plan and act, yet acknowledging that there needs to be a continuum from theory to practice built into the program
 ☺ To realign funder thinking re reasonable timeframes for educational funding investments-- move from a 1-3 year model to a 5-10 year model
 ☺ To structure learning so that at end of year each person has acquired a cumulative residue that stays with them helping them to meet over-all program goals

YEAR-END GOALS:

What do we want program to lead to at end of first year? →

- funding for initiatives in supplementary school programs
- emerging vision for role that BHU could play
- more money going to synagogue-based programs
- resolve to address the communal funding allocation issues
- identification of an educational challenge that we may want to address locally through a coalition of funders

POSSIBLE PARTICIPANTS:

Laymen

Crane Foundation
 Weinberg Foundation
 Meyerhoff Foundation
 Blaustein Foundation
 Hoffberger Foundation
 Rosenbloom Foundation
 Genine Fidler
 Sonny Plant
 Ben Greenwald

Professionals

Joel Zaiman (Rabbi)
 Gus Buchdahl (Rabbi)
 Michael Wegier (Melitz sheliach)
 Steve Solomon (JFS)
 Rachel Glazer (SS Principal)
 Stuart Seltzer (SS Principal)
 Bernie Cooperman (U of MD Jew. Studies)
 Ralph Fessler (?)
 Marci Dickman (Day school principal)

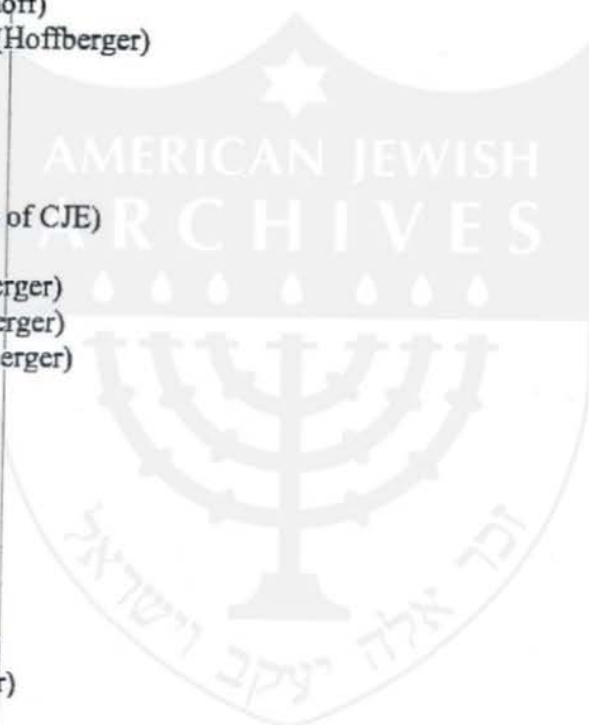
3

Terry Rubenstein(Meyerhoff)
 David Hirshhorn (Blaustein)
 Mark and Traci Lerner
 Bernie Siegel (Weinberg)
 Shale Stiller (Crane & Weinberg)
 Bud Meyerhoff (Meyerhoff)
 Shoshanah Cardin

Hersh Weinrab (Rabbi)
 Chaim Botwinick (Exec Dir CJE)
 Judy Meltzer (Adult Ed specialist)
 Darrell Freidman(Exec of Associated)
 Mark Terrill (FRD/HRD Exec of Associated)

Foundation professionals:
 George Hess (Meyerhoff)
 Betsy Nelson (Blaustein)
 Jan Rivitz (Straus)
 Tim Armbruster (Goldseker)

Lee Hendler (Meyerhoff)
 Joe Meyerhoff (Meyerhoff)
 Heller Halpert Zaiman (Hoffberger)
 Wendy Jachman
 Morty Macks?
 Hal Dahan?
 Brian Weese?
 Linda Blumenthal (Pres of CJE)
 Sam Himmelrich?
 Roy Hoffberger (Hoffberger)
 Jack Hoffberger (Hoffberger)
 Peter Hoffberger (Hoffberger)
 Brenda Lipitz
 Freddy Saxon
 Jo Fruchtman
 Howie Cohen
 Ray Bank
 Steve Fader
 Nancy Kohn Rabin
 Sara Shapiro (Blaustein)
 Lois Halpert (Hoffberger)



NEXT STEPS:

☛ LMH to circulate this outline to KB and CB and to share 2/15 conversation with CB

☛ KB proposes doing 2-3 interviews with key top laymen, LMH and CB to go along with to discuss Jewish ed in general and possibility of this program specifically. What ought such a program address? What are their concerns? What are their hypotheses, biases? Goal is to build their buy-in and nail their participation down.

KB sees three tiers of lay participants

- a) 6-8 "movers and shakers" with established foundations in town
- b) individual donors who are serious and have enough \$ to have clout but not at same level as top group
- c) emerging funders who will be flattered to be included in the group

Interviews are with "a" group

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

To: Mort
From: Karen
Date: April 7, 1998
Re: Strategic plan write-up

Attached is a **very** rough draft of the strategic plan. Please note that the conclusion still has not been written. I won't ask you to do a careful reading at this point as we still have much line editing to do. Rather, I would like to get your thoughts on the overall approach. Specifically:

1. Is it too long or intricate?
2. Are there any political issues?
3. In light of our recent conversation about the importance of engaging with **real** communities and institutions should this be emphasized more?

I look forward to speaking with you.

1. Introduction and Overview

When CIJE was created in 1990, as part of the recommendations of The Commission on Jewish Education in North America, it was given the basic outlines of a strategic plan in the Commission's influential report *A Time to Act*. A great deal of learning has taken place in the subsequent seven years. We have learned from our own successes and failures, and we have also learned much from the ideas and experiences of the many other organizations that are involved with Jewish education and with efforts to enhance Jewish continuity.

After seven years of activity, we felt that it was important to step back from day-to-day work and to reflect on what we have learned and its implications for the future. Our desire to reflect took shape in a strategic planning process designed to provide focus and direction for CIJE in the coming decade. The thrust of our planning process was quite simple: how could CIJE build on its successes and strengths to make its best contribution to Jewish education and the American Jewish community over the next ten years? This fundamental question required us to address four specific issues, beginning with some serious thinking about our dreams and aspirations for the Jewish community in North America:

What is CIJE's vision of a vibrant Jewish community and the ^{educational} institutions that support it? Every educational endeavor should have at its heart a vision of the outcomes its educational effort is intended to produce. In short, we need to articulate a vision of the future that we want to help create.

What is our change philosophy? We need to set out our beliefs about what it will take to get from here to there. As an organization dedicated to the transformation of Jewish life through education, we need to ~~be able to explain~~ ^{have a point-of-view about} how transformation can take place within the Jewish community and its educational institutions. We need to identify the critical points of leverage and to define the most important ingredients for success.

What part of the work should CIJE attempt to accomplish? The number, scale and diversity, dispersion and linkages of Jewish educational institutions and learning experiences make it impossible for any one organization to effect wholesale change. What should be CIJE's role in the transformative process and how can we partner with a range of organizations, foundations, and denominations? We need to clearly define our role and the nature of our mission in relation to these partners.

What specific initiatives should CIJE undertake to carry out its mission? Given the many opportunities and projects we could adopt, we need to establish what are the most critical and urgent priorities for CIJE to work on ~~in the next three years~~ in order to move toward our ten-year goals.

To answer these four interrelated questions, CIJE engaged in an 18-month process of reflection and consultation. A wide range of ideas, perspectives, and strategies were considered, then re-considered, revised, and re-cast in an iterative process.

Our initial step in planning was to review CIJE's mission, goals, and programs. The board and staff examined the programs, services, projects, and initiatives which had been undertaken by CIJE during seven years of activity. We assessed each program and reviewed the lessons learned from each.

We then turned our attention outward, interviewing more than 100 individuals engaged in Jewish education, general education, academia, synagogue and communal organizations. We solicited their views on issues, needs, and approaches in Jewish education. As might be expected, our informants differed dramatically in their views of the Jewish community and opinions about what needs to be done. The rich mix of perspectives, however, greatly assisted us in confronting the complexity of the challenge and in identifying potential strategies.

Using these perspectives as a threshold, CIJE staff and Board initiated a ~~long, intense~~^C debate on our vision of the future. As a 'forcing mechanism' to encourage creative thinking we tried to articulate a vision of what the North American Jewish community would look like in 20-25 years if efforts to enhance continuity and education were to succeed. We tried to stretch ourselves to imagine a very different reality and to express that reality clearly and concisely.

Based on our vision of the future, our map of the current educational landscape, and our assessments of internal strengths, we began to work out our next steps to strengthen Jewish education and Jewish life in North America. Our ideas coalesced in a ten-year plan with specific initiatives and strategies for the next three years. After several reviews and refinements, we adopted the plan described in this report, focused on three particular initiatives:

Leadership Development: We believe that leadership is the most critical ingredient for successful educational endeavors. CIJE will create an Institute that offers opportunities for development for existing lay and professional leadership as well as recruiting new leaders into the field.

Consulting Capacity: In support of our leadership development efforts, CIJE will create a national cadre of consultants who can work with the leaders of communities and educational institutions in areas such as visioning, strategic planning, evaluation, organizational design, curriculum, professional development, and fundraising. CIJE will offer training and networking opportunities for these consultants.

Research and Development: North American Jewry needs creative, critical, and informed ideas on Jewish learning and educational change. Some ideas will come from current thinking in general education, other will emerge from within the Jewish community. One of CIJE's primary roles is to serve as a think-tank for Jewish education, a role which will be given expression in ongoing research, seminars, planning, and publications. As new ideas and approaches emerge, they will be piloted and evaluated in selected field sites in partnership with local educational institutions and other agencies.

DIAGRAM #1

Our goal over the next ten years is to make substantial advances toward a system of Jewish education in North America in which high-quality, vision-driven institutions provide a rich, varied offering of life-long educational opportunities to individual Jews, to Jewish families, and to the community as a whole. We believe that our efforts will contribute to a North American Jewish community where the continuity and relevance of Jewish texts, traditions, values, ritual, languages, and culture will be assured.



2. What We Learned

The CIJE planning process has been a paradigm of Jewish learning in that we created a discourse between people separated by time and space. Jewish traditions and texts, institutions and organizations, academic research, personal views, and spontaneous thinking have all had their roles in our deliberations. Our discourse was informed by conversations with many Jewish intellectuals, communal leaders, and educators whose visions of North American Jewish life have helped to shape our organizational perspective. Of course our respondents were quite diverse and their comments equally varied. In some cases their views were diametrically opposed. The CIJE discourse has produced a wealth of ideas about the challenges and issues confronting American Jewry and how Jewish education can enhance the vitality of American life. Some of the more important dimensions of our discussion are summarized here.

Defining the Problem: While many felt that Jewish cultural life and continuity are in disrepair (as witness the demographics of intermarriage), others suggested that the core of North American Jewry is actually strengthening. Others suggested that there only appears to be a problem because established institutions are losing their support to creative, grass-roots initiatives such as the Jewish Renewal movement.

Views of the ^{potential} state of our institutions also differed dramatically. Some said that under modern conditions American Jews are unlikely to be engaged in Jewish life regardless of what that life offers. In contrast, others thought that we already possess the tools and knowledge necessary to revitalize American Jewish life: "We know what to do; we just need the will to do it." In between are those who are cautiously optimistic and who stress the importance of new ideas about Jewish life, new institutional forms, new target populations, or new kinds of Jewish leadership.

Visions of a Thriving Community: Among the many communal visions that were shared with us, the following were especially influential in our planning:

- A community of learning in which Jewish study is central across all stages of the life cycle.
- A community which offers substantially richer opportunities for spiritual seekers in quest of a life that speaks to the need for meaning and transcendence.
- A more inclusive community in which groups now pushed to the margins of Jewish life, ~~such as secular Jews or the gay community~~, are embraced and encouraged to enrich Jewish cultural life.
- A community in which new, compelling intellectual frameworks serve to integrate modern sensibilities and beliefs with ~~central~~ Jewish categories.

to be a Jewish

- A community in which, informed by Jewish texts and traditions, American Jews actively interpret and address the central moral and social challenges of contemporary life.
- A community in which Jewish insights and practices are central to the lives of Jews who live within a variety of diverse streams.

Institutional Change Philosophy: Conversations about institutional renewal and transformation tended to cluster around four key issues:

- The role of leadership: One focus of the discussion was the value of dynamic leadership as a key to transformational change. But different kinds of leaders emerged as critical for different respondents. Some thought that informed, wealthy, and influential lay leadership was critical (and that too few young leaders like this were on the horizon). Others emphasized the need for "change-experts," people who could help Jewish institutions to plan and implement their agendas for renewal. Others focused on the role of charismatic rabbis, especially as teachers, spiritual guides, and communal organizers. Still others focused on the educators themselves—principals and teachers.
- To repair or not to repair: Some thought that meaningful interventions could be made in synagogues, day schools, congregational schools, and other institutions and that investment in these primary organizations should be sustained. In this view, the obstacle was not inability, but a failure of communal energy and will. Others argued that existing institutions are unlikely to bear fruit unless they are taken down and rebuilt from the ground up. At the extreme, some respondents suggested that synagogues are so deteriorated and unresponsive that they may be beyond repair altogether.
- New institutional forms: Skeptics about the prognosis for existing institutions, as well as some supporters of these institutions, urged development of new kinds of organizations that might better address contemporary needs. Among the forms mentioned by respondents were: "virtual" (electronic) universities that make use of interactive technologies; meditation and retreat centers; after-school programs; and institutes organized in and around family settings. A need was also expressed for pluralist institutions in which the distinctive ways of various groups would be honored, but in which opportunities for meaningful engagement across group lines would be written into the pattern of organization.
- Design or natural growth: Some respondents felt that we now know—or can come to know—a lot about the character of strong Jewish institutions and that therefore we can create programs to encourage, guide, and support the development of these institutions in a systematic way. Others, especially those skeptical of the

possibility of actually designing user-centered institutions from the outside, emphasized the importance of nurturing a culture that encourages and supports grass-roots efforts.

Targeting: While some explicitly resisted the notion that Jewish educational interventions should focus on a particular target population or type of institution, others suggested that scarce dollars and human resources made it strategically wise to focus on specific constituencies. While there was consensus that Jewish education is not something that should be limited to children 5-13, there were very different views as to whether adults, adolescents, or families with young children should be the primary focus of CIJE's strategic initiatives. There were also strong views about the importance of specific institutional settings--camps, day schools, Israel trips--as the most important vehicle for change.

Some respondents felt that Jewish religious ideas need to be at the heart of any Jewish renaissance; others felt that peoplehood--the sense of ourselves as an enduring people with a multiplicity of outlooks, religious and secular--needs to be at the center of Jewish education. As might be expected, multiple definitions of the Jewish people emerged in the discourse, echoing the ongoing debate over in-reach and outreach.



4. Our Vision

Based on our lengthy, intense process of reflection and our seven years of program development, CIJE staff and Board have developed a vision of what is great education. Our vision has three components. The first is a vision of a vibrant educational institution. The second is a vision of the infrastructure that supports it. And the third is a vision of the outcomes of an effective educational system—a healthy, vibrant Jewish community. Everything that we do in the next ten years is designed to bring this vision to fruition.

Vibrant Educational Institutions: Institutions are the basic building blocks of Jewish education in North America. It is essential, therefore, to specify the criteria for vibrant, effective institutions. We see the following as characteristics of great educational institutions:

- Vision at the heart: Vision begins with the learner: the effective institution has a clear idea of what its students need to know and be able to do. The institution itself engages in serious, intensive reflection, rooted in Jewish texts and ideas, about its goals—and its vision permeates every aspect of the institution.
- Interactive and experiential learning: Learning and teaching start where the students are, developmentally, philosophically, and pedagogically. Teaching practice emphasizes the students' involvement in their own learning—debates, hevruta learning, hands-on discovery, special projects, etc. supplemented by mentoring, field work, and learning from life.
- ^{Personal} ~~Making~~ meaning: Learners young and old seek to make meaning of their lives and experiences. Effective institutions assist students to find meaning in the material and to reflect on its application to their own lives.
- Educational institutions are learning communities: In vital educational institutions all of the participants—teachers, administrators, lay leaders, and students—study together. Teaching and learning is the subject of critical reflection and systematic evaluation is used to identify strengths and weaknesses. High quality professional development is a regular element of the program.
- Centrality of Jewish texts and ideas: Serious, substantial Jewish content is the centerpiece of the curriculum for learners of all ages. High expectations are the norm, and Jewish content permeates every aspect of institutional life, not just classroom learning.

Strong Educational Infrastructure: A educational institutions and the system of education cannot thrive without an effective infrastructure. Just as corporations need an educated workforce, good transportation, a functioning banking and legal system in order to develop, great Jewish educational institutions need an educated leadership, a foundation of ideas, substantial financing, and tools for measuring progress. CIJE has identified the following as critical pieces of the infrastructure:

- Leadership Development: A strong educational infrastructure will support regular, ongoing leadership development and training encompassing the whole range of educational leadership--principals, teachers, rabbis, and lay leaders.
- Framework of ideas: Effective educational systems need research and development which produce an infrastructure of ideas. In turn, ideas and strategies provide models, set appropriate standards, and lead to excellent educational practice.
- Financial support: Education is an intensive, costly undertaking. For Jewish education to succeed, institutions and systems need strong, continuous support from individuals, foundations, and communities.
- Measures of progress: Evaluation and self-reflection are hallmarks of vibrant educational institutions. Tools for measuring and monitoring progress toward community educational goals are the infrastructure that supports evaluation.

Healthy, engaged Jewish community: Education is typically directed at important social ends. In this case, we believe that Jewish education is dedicated toward the creation of a vigorous Jewish community in which Jewish learning is central to Jewish life. Some of the basic characteristics of this community are as follows:

- Centrality of Jewish learning: In the Jewish community we envision, Jewish learning is a central part of individual and family life. People really make Jewish learning a part of their lives, and the community as a whole views itself as a 'learning society.'
- Strong Jewish values: Jewish identity is strong in the community of our visions. Jewish values permeate most aspects of life. People bring Jewish commitments and understandings to their work, into the community, to their politics, and to their social intercourse.
- High levels of involvement: The healthy Jewish community is filled with activities that engage people in Jewish life and institutions. Lots of things are going on, and lots of people participate in them.
- Concern for social justice: In our vision of the Jewish community, the quest for social justice continues. The traditions of tzedakah and tikkun olam attract wide support among Jews of varied ages, backgrounds, and interests. The Jewish community as a whole stands for equity and tolerance, locally and globally.
- Commitment to pluralism: The Jewish community of our dreams is open and inclusive. People have particular ideas and practices, but they respect the right of others to have quite different ideas and practices.

Our vision of vibrant educational institutions, of the infrastructures that support them and the vigorous community the grows from them, define the ambition and challenge of our task. The initial question is: how can we move from where we are now ~~to where we want to be?~~

toward this vision

5. Our Change Philosophy

Having achieved consensus on our vision of the vibrant Jewish community and the role of education within that community, the CJIE staff and Board turned their attention to theories of change. Our understanding of how change occurs and what factors are essential to promote desired change in complex systems provides the foundation for our proposed strategy and programmatic initiatives. Our discussions of philosophic, policy, and pragmatic issues came together in an articulation of a change philosophy which will guide the next generation of CJIE programs. In this section we outline the premises and principles of our change philosophy.

Education as a vehicle of change: A strong system of Jewish education is not just a goal. It is, in our view, the primary strategy for achieving a fundamental revitalization of Jewish life in North America. Based on our reading of change literature and our field work to date, we have come to view all social and institutional change as fundamentally a process of education. We have realized that change in policies, in funding, and in institutional priorities follow change in mind-set and culture among members of a community. Education is therefore our primary tool for effecting change in a complex system.

Transforming the lives of individual Jews: Our mission is to strengthen the North American Jewish community through improved education. Our ultimate goal is to transform the lives of individual Jews, to make being Jewish central to their lives and their quests for meaning, to help them find ~~meaning~~ and relevance in Jewish community, traditions, texts, ethics, practices, culture, peoplehood, and other aspects of Jewish living. We need to measure our success not in abstractions, but in terms of how we impact the minds and hearts of individual Jews and how that is expressed in their lives.

Institutional focus: Institutions are the key to reaching individuals. Change needs to take place in those direct service organizations--schools, synagogues, camps, youth groups, JCCs, Israel trips, study groups--where Jews engage in Jewish learning and living so that they are more relevant, appealing, and effective. It is only by finding a sense of community within institutions that Jews will become more committed to being Jewish. In our view this means a need for substantial transformation of existing institutions. It may also mean building new institutions or creating new types of institutions.

Multiple dimensions: Multiple access points are needed to reach different types of Jews. Change needs to happen across a broad range of direct service institutions to give a variety of Jews the opportunity to connect with Jewish life and culture. While individual agencies and foundations will legitimately focus their work on one institutional type, we believe that the community as a whole should maintain a continuum of support for a wide range of settings. Any kind of institution or setting that has potential as a site for encountering authentic Jewish learning and living should be included in our thinking.

Many cohorts: Intergenerational interaction and family life are critical in the development of Jewish identity and commitment to Jewish living. Change programs that focus on one age group are going to be less effective than those that embrace people of many ages. Institutions need to be structured so that they support Jewish life in families and extend across generations.

Achieving synergies: The effect of scattered, infrequent Jewish experiences is often null. The effect of multiple, positive experiences is synergistic. It follows that limited resources will have greater effect if concentrated on a smaller number of people rather than spread around so that they barely touch the lives of many people.

Institutional Change: Since institutional change is fundamental to our change approach, we found it useful to articulate our beliefs about what it takes to make change happen at the institutional level. Basically we believe that programmatic changes are a good start, but that institution-wide changes that advance from the inside out are going to be needed. Such change cannot be imposed; institutions must develop their own broad visions of change. Our research suggests that there are six key aspects of change and that many institutions will need outside help to make progress in each of these areas:

- Leadership is a critical factor in bringing about institutional change. Without strong leaders any change effort will fail from the outset.
- Vision: Most leaders cannot create a new vision in a vacuum, but must be supported by an infrastructure of ideas. Institutional leaders need opportunities to participate in an ongoing dialogue among educators, communal leaders, and philosophic thinkers around the development of "big ideas." Institutions also need help in adapting these ideas to their own situations.
- Culture changes must be part of any change program. Without a real shift in thinking, change will not be ambitious enough and is unlikely to stick. Institutions need training and tools to help change their own cultures.
- Change models are needed as road maps for turning visions into reality. There is real demand for carefully specified methodologies that can help institutions through the difficult process of change. Data collection and evaluation should be key components of these approaches.
- Skill-building is needed to support the methodologies and approaches initiated by change programs. Without re-tooled skills the implementors may fail to carry out needed changes.
- Funding is needed to support change process at the institutional level. The funding approaches of federations and foundations will need to focus resources on leadership development and institutional transformation. Advocacy on behalf of long-term institutional change is a critical need.

Time horizon: Transforming any complex social system is a long-term, complicated, and costly enterprise. Developing new ideas and strategies, integrating these models into key institutions, disseminating successful approaches, and institutionalizing ideas in multiple settings cannot be undertaken everywhere or all at once. We believe that it is a mistake to disseminate new approaches broadly before they have been fully tested and refined. We support the idea of focusing on developing models for change, testing these ideas in partnership with leading edge

institutions, and then disseminating ideas to other institutions. This approach requires a long time horizon--at least eight to ten years--and a great deal of patience.

Critical mass: Social science research has shown that change does not correspond directly to effort. Small changes can have huge effects, depending on when and how the changes are made. Ordinary, stable conditions can be transformed if a threshold of change is achieved in one place. We believe that 'tipping points' can be achieved in a community with relatively modest, but highly focused investment.



6. Strategic Initiatives and Programs

After defining our vision for a vital Jewish community and our change philosophy, CIJE staff and Board turned to the task of developing strategies which would lead to realization of our goals. Review of educational research, theories of institutional change, the current educational landscape, and CIJE's seven years of programming provided an array of potential initiatives and programs.

Our analysis of how change occurs in complex systems confirmed CIJE's long-standing priority on leadership development. Leadership, in our view, is the critical element in initiating and advancing change. Our first task, then, is to strengthen recruitment and development of senior leaders for Jewish education. To this end, CIJE will organize its leadership programs in the **Jewish Educational Leadership Center (JEWEL)**. Even well-prepared leaders will often need help in bringing about change. CIJE will organize a **Consulting Firm Without Walls (CFWW)** as a means of training and supporting a national network of consultants who can facilitate change and promote excellence throughout the North American Jewish community. Underpinning both leadership and consultants will be a **Research and Development (R&D) Program**, dedicated to developing and field-testing ideas for educational reform and transformation.

These three initiatives will interact in a single integrated system. R&D will provide tools and ideas to the other programs; in turn, each of these components will feed back issues and information to inform ongoing planning and research. We expect the three strategic initiatives to interact synergistically as shown diagrammatically:



DIAGRAM #2

1. Developing Leadership: Since its inception, CJIE has held the view that visionary lay and professional leadership is the most important ingredient in bringing about the systemic change needed in Jewish education. To this end, CJIE has organized a number of programs and services—the Goals Seminar, a Teacher Educator Institute, the Principals Seminar, an Evaluation Institute, and seminars for lay and professional leaders. In the CJIE Strategic Plan, leadership development will be integrated in the Jewish Educational Leadership Center.

greater numbers of
→ **The Need:** There is an urgent need for outstanding leadership personnel, yet Jewish education has difficulty in attracting enough of the best and the brightest. Moreover, many of those currently in leadership positions have received no formal leadership training and few have the opportunity to stand back and develop a personal vision that could drive change in their institutions. Equally important, there is no system of on-going professional development through which educators can gain needed vision and skills. Likewise, there is no systematic approach to developing the skills of lay leaders as champions and consumers of Jewish educational excellence, nor is there an integrated leadership development system for bringing up the next generation of lay leaders in Jewish education.

The Concept: ~~JEWEL~~ staff and consultants will work with education professionals and lay leadership to provide four critical services:

- Planning for senior personnel needs, locally and nationally. CJIE will work with communities and national organizations on long-term personnel planning, evaluation of personnel and development of career paths, and creating a national database to facilitate the movement of personnel among communities.
- Recruiting outstanding new leadership for Jewish education. CJIE will develop a program for recruiting new leadership into the field of Jewish education, both from the pool of talented young people just starting careers and from among mid-career professionals in Jewish life and other fields.
- Providing training and in-service development of educational leaders. CJIE programs will allow professional and lay leaders to combine work in Jewish education with medium and long-term study, enhancing their leadership capabilities and ability to act as change agents.
- Placement services for highly qualified professional educators. CJIE will assist individuals to find jobs that will help them become high-quality, senior-level leaders.

this center
Ultimately, ~~JEWEL~~ would become not just a training program, but a kind of *"Virtual"* human resource development system for the field of Jewish education.

2. Consulting: Change is a difficult and painful process. Even great leaders often need help in planning and facilitating change. Typically, the deep institutional understanding of the insider needs to be complemented by the objectivity and broad expertise of the outsider. The interplay of these two perspectives is often crucial in institutional transformation. CIJE therefore proposes to organize a Consulting Firm Without Walls (CFWW)--a national network of qualified consultants who can work with CIJE, communities, and direct service institutions.

The Need: The demand for consulting help in Jewish education is enormous. Many educational leaders are looking for consulting assistance, but there is a shortage of trained people who can help. Many institutions want help, but do not even know whom to call. At the same time, for practitioners in the field there are no training programs, conferences, resource centers, or organized networks upon which to draw. Each consultant must reinvent the wheel.

The Concept: CIJE will set up a national network of consultants qualified to work with Jewish institutions. Membership in the Consulting Firm Without Walls will be by invitation only. Consultants will be paid primarily by the clients, although some assistance might be available. The basic elements of CFWW are:

- Creation of a national network of consultants qualified to assist with the transformation of Jewish institutions. CIJE will carefully screen potential consultants, maintain ongoing peer review, and grow its consultant network slowly and carefully.
- Courses, conferences, and workshops for the consultant network. Even outstanding consultants need colleagues and exchange of information. CIJE programs will assist both individuals and the network, providing continuing education on content and on consulting practice.
- A library of tools and ideas for dissemination through the consultants. CIJE will provide case studies, instances of best practice, and other research findings to its consulting network. Information may also be exchanged via electronic media including a CFWW web-site.
- Matching service between consultants and projects in the field. CIJE will organize teams of professionals with both content and process knowledge to work on particular projects. CIJE will also assist in assembling advisory groups tailored to specific projects as needed.

Developing a network of consultant-colleagues will enable CIJE to expand its capacity and to do a more thorough job in responding to critical, growing needs in many communities and institutions. CFWW will assist in leadership development, while promoting institutional transformation.

2. Generating and Testing Ideas: North American Jewry needs creative, critical, and informed ideas on Jewish learning and educational change. Some ideas will come from current thinking in general education, others will emerge from within the Jewish community. One of CIJE's core roles is to serve as a think-tank for Jewish education. CIJE's R&D program will be a provider and facilitator of ongoing research, colloquia, and publications.

The Need: The field of Jewish education has few opportunities for high-level thinkers to come together to wrestle with the most important problems and issues. As a result, leaders of Jewish educational institutions often have to start from scratch in thinking through their visions and strategies. In general, there is little solid research and few measurement tools available to Jewish educators. Yet leadership development and the continual strengthening of institutions depends on a foundation of thought, research, testing, refinement, and documentation.

The Concept: CIJE aims to help develop new ideas and innovative answers to critical issues in Jewish education. We will integrate and synthesize basic research ideas from thinkers in many disciplines and lessons we are learning in the field. The choice of projects will be driven by real-world agendas. An advisory board of lay and professional leaders will help set an annual agenda of key issues. Our development initiative will provide settings in which to test innovative ideas in the field. Key characteristics of our R&D approach include:

- Supporting and conducting research on key issues in Jewish education. CIJE will create a process through which proposals are developed and evaluated by staff, consultants, and advisors. Each year CIJE will focus on 2-4 primary themes which will be the focus of research efforts.
- Creating materials for training programs and tools for consultants and educators. In addition to reporting on the results of research, some projects will create cases and curriculum for leadership training and tools for consultants, institutions, and communities.
- Partnerships with local educational agencies, funders, and community organizations. In order to focus on issues related to both institutions and infrastructure, CIJE will need to engage a wide range of local and national partners.
- Piloting of new ideas in multiple direct-service institutions. Multiple settings will be needed to provide a variety of implementation options.
- Systematic evaluation of pilot programs to document impact and challenges and to track 'leading indicators'. Independent evaluators will be employed to document the costs and consequences of particular programs and initiatives.

CIJE's R&D program will add badly needed capacity to the field of research in Jewish education. The linkage to leadership development and consulting activities will force us to carefully examine each project and activity for its applicability to real-world problems and issues.

SUSAN A. CANE

Susan Cane is President of Cane-Powers Consulting, Inc. The firm's expertise is in analyzing organizational effectiveness, building internal human resources management capabilities, and enhancing the individual competence of executives and managers.

The firm has provided consultant services to a variety of organizations in the private, public, and not-for-profit sectors. Representative of her work with private sector clients is job analysis and design for the Public Service Electric and Gas Company, the creation of effective interfaces between divisions within the Conde Nast organization, performance management systems for Group W Westinghouse and the publishing firm of Warren, Gorham and Lamont, the creation of competency assessment and executive development programs for Lucas Aerospace U.S. and U.K. She has designed and delivered intensive organization development programs for internal OD practitioners at The Prudential Insurance Company.

Her work with non-profit organizations focuses most directly on enabling staff, volunteers and board members to manage the critical interface between stakeholders. Representative non-profit organizations are: National Rural Electric Cooperative Association, New York University School of Law, Manpower Demonstration Project Corporation, American Heart Association, City Volunteer Corps, Ackerman Institute, Planned Parenthood, and the Community Renewal Society.

She has worked a decade with an entrepreneurial accounting firm designing performance, selection, orientation, mentoring and executive development systems to support the needs of continuous organizational growth.

Ms. Cane's international experience is extensive. She designed a major orientation and management development program for managers of Telecom Italia. In 1988 she was a consultant to the Institute for Qualified Personnel, a section of the Science and Technology Commission of the People's Republic of China. In 1989 she assisted the British Government's Training Agency as it developed a management competency scheme. In 1996 she facilitated a diagnostic retreat for the Office of Human Resources of the United Nations Development Programme and in 1997 she worked with an entrepreneurial firm in Israel on a strategic planning initiative.

Susan Cane has presented papers and led seminars at the Society for Applied Anthropology and the American Management Association's Human Resources Conference. Her articles on management and executive development have appeared in The Human Resources Professional and Executive Development.

Susan Cane is an adjunct faculty member at the New School for Social Research's Milano Graduate School of Management and Urban Policy where she teaches courses in organization development, organizational behavior and human resource management.

Susan Cane received her baccalaureate degree in anthropology from Barnard College, Columbia University. Her master's degree in organization development is from the Graduate School of Management and Urban Policy of the New School for Social Research. In addition she is certified in International Training and Consulting by the National Training Laboratory (NTL).

SUSAN A. CANE

RESEARCH AND PROFESSIONAL ACTIVITIES

(Presentations, Papers and Publications)

"Entry Level Needs and Trends of Degree Granting Institutions"

Paper presented at a Symposium sponsored by the Private Industry Council of New York City, New York City, June 1987.

"The Anatomy of An Intervention in an Entrepreneurial Company"

Presented to the Faculty of the Graduate School of Management, New School for Social Research in partial Fulfillment of the requirement for the Master of Arts Degree, 1988.

"Moving People Towards Productivity"

A lecture sponsored by the Institute for Qualified Personnel, The People's Republic of China, Beijing, October 1988.

"Making Experience Count"

Article appearing in Executive Development, Winter 1989.

"Collaboration as Model and Means"

Paper presented to the Society for Applied Anthropology, Santa Fe, New Mexico, April 1989.

"The Management Competency Model: Its Role in Executive Assessment"

Lecture presented to the Association for Management Education and Development, London, October 1989.

"Designing Effective Executive Development Programs"

Lecture presented at the 61st Annual Human Resources Conference, The American Management Association, San Francisco, April 1990.

"Mentoring At Work"

Lecture presented to Port Authority of New York and New Jersey, New York City, June 1990.

"You've Arrived, Now What? -- Training for Senior Executives"

Article appearing in The Human Resources Professional, Winter 1991.

"Organization Development: A New Frontier for Family Therapists"

Workshop presentation for the Ackerman Institute of Family Therapy, New York City, May 1996

MASTER SCHEDULE CONTROL 1998

	MAR	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
MLM/KAB	3/5 8am - 9:30am telecon (FLA)	4/8 10am - 11:30am	5/11	No meeting	7/2 8am - 9:30am	8/4 10am - 11:30am	9/3 10am - 11:30am	10/13 10am - 11:30am (to be resched)	Meet in Israel	12/7 10am - 11:30am
LP/KAB		4/9 3pm? (telecon)	5/20 4pm - 6pm	6/10 4pm - 6pm	Telecon 7/1 8:30am - 10:30am	8/3 4pm - 6pm	9/9 4pm - 6pm	10/8 4pm - 6pm	11/2 4pm - 6pm	12/3 4pm - 6pm
MLM/LP/KAB	3/19 8:30am - 9:30am									*
MLM/LP/ADH/ KAB										
BOARD	3/19 9:30am - 3:30pm			6/23 9:30am - 3:30pm		8/13 9:30am - 3:30pm		10/22 9:30am - 3:30pm		
CHAIRMAN'S COUNCIL				6/11 8am - 9am						

LP/KAB

ONGOING ISSUES

1. Betty Aranberg
2. "Spin" on Lead Communities
3. Daniel Shapiro
4. Charles Bronfman
5. Richard Burg
- ✓ 6. Dates for MSF
7. John Colman – Audit Committee
8. Look for retired accounting partners

