



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
19

Folder
15

Board of Directors. 6 October 1994. Meeting book, October 1994.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

Lipoff

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board of Directors

OCTOBER 6, 1994

Table of Contents

• Minutes of April 21, 1994 Board of Directors Meeting	A
• Reports	B
1. Essay by Terrence Deal	
2. Report on Goals Seminar	
• Committee Memorandum and Agenda	C
• Board Members, Staff and Consultants	D
• Agenda	E

BOARD MEETING
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
APRIL 21, 1994
8:30 A.M. - 4:30 P.M.
CENTER FOR JEWISH STUDIES (CUNY)
NEW YORK CITY

Attendance

Board Members: David Arnow, John Colman, Maurice Corson, Jay Davis, Billie Gold, Neil Greenbaum, David Hirschhorn, Norman Lamm, Morton Mandel, Melvin Merians, Lester Pollack, Charles Ratner, Esther Leah Ritz, Richard Scheuer, Ismar Schorsch, David Teutsch, Maynard Wishner, Bennett Yanowitz

Guests: Genine Fidler, Joshua Fishman, Robert Hirt, Barry Kosmin, Carl Sheingold, Ilene Vogelstein

Consultants and staff: Sandee Brawarsky, Gail Dorph, Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Isaac Jeret, Micah Klein, Martin Kraar, Virginia Levi, Daniel Pekarsky, Arthur Rotman, Richard Shatten, Leah Strigler, Jonathan Woocher

Copy to: Daniel Bader, Mandell Berman, Charles Bronfman, Gerald Cohen, Susan Crown, Max Fisher, Charles Goodman, Alfred Gottschalk, Thomas Hausdorff, Gershon Kekst, Mark Lainer, Marvin Lender, Norman Lipoff, Seymour Martin Lipset, Matthew Maryles, Florence Melton, Isadore Twersky

I. Introductory Remarks

Morton Mandel, chair, opened the meeting by welcoming those present and introducing first-time attendees. In particular, he welcomed Jay Davis, a new board member from Atlanta, and Maynard Wishner, a new board member and vice chair of CIJE and the new president of CJF. First-time guests included Genine Fidler, co-chair of the Lead Community project in Baltimore; Carl Sheingold, Assistant Executive Vice President of the Council of Jewish Federations; and Richard Shatten, Executive Director of the Mandel Family Philanthropic Program. In addition, he introduced three graduate students who were present to assist during the day: Isaac Jeret, Micah Klein, and Leah Strigler.

The chair thanked the Center for Jewish Studies at CUNY for serving as a co-sponsor of the board meeting and noted, in particular, the support provided by Center Director Dr. Egon Mayer. He then turned to Dr. Frances Horowitz, President of the Graduate School and University Center of the City University of New York, who offered a few words of welcome.

II. Presentation: "From the 1990 Population Survey Until Today: Jewish Continuity and Jewish Education"

The chair introduced Dr. Barry Kosmin, Director of Research at the Council of Jewish Federations and a Visiting Professor of Sociology and Jewish Studies at the CUNY Graduate Center. Dr. Kosmin is Director of the Mandell L. Berman Institute--North American Jewish Data Bank. He directed the 1990 CJF National Jewish Population Survey which has played such an important role in mobilizing the North American concern for Jewish continuity.

Dr. Kosmin's remarks focused on the importance of research and the significance of the questions which are and are not asked. He noted that the 1990 CJF National Population Survey was not intended as a research instrument in education. Several subsequent studies have extracted data which correlate Jewish commitment to Jewish educational background. From this we may extrapolate that Jewish education plays an important role in one's Jewish identity, but cannot establish a clear causal connection.

Dr. Kosmin suggested that, in light of the serious attention being given to Jewish education for Jewish continuity, the next Jewish population survey, planned for the year 2000, should be designed to get at specific issues of Jewish education more directly.

Dr. Kosmin made a case for the development of a Jewish educational research agenda and the undertaking of that research in the near term. Some of the issues that might be considered include the following:

- A. Identify objective measurements of the outcomes of various forms and levels of Jewish education.
- B. Consider the role of Hebrew language study in Jewish identity development.
- C. Consider the sociological effects of intermarriage on Jewish education.
- D. Conduct a longitudinal cohort study: select a group of 1994 Bar and Bat Mitzvah youngsters and follow their experience over a period of years to begin to determine what has an impact on Jewish identity.

In the discussion that followed, the following issues were raised:

- Perhaps family values should be our focus rather than Jewish education. In response, it was noted that while we cannot socially engineer families, there is hope of impacting Jewish education.
- We should consider how to use educational experiences not focused primarily on religious training to impact Jewish identity. The Israel experience is a prime example.

- Our approach should remain comprehensive, looking at family education, Hillel programs and work with young adults, as well as focusing on the education of young people. In fact, it was noted that we cannot afford to give up on any segment of the population, but should set clear goals and work toward achieving them.

III. Committee Meetings

During the next segment of the meeting, participants divided into the four board committees to review and discuss materials distributed in advance of the meeting. When the group reconvened, committee chairs were asked to briefly summarize the highlights of their discussion.

A. Community Mobilization - Charles Ratner, Chair

The committee's focus is on building community support for systemic change. In discussing the work which CIJE has undertaken in the Lead Communities, the committee reviewed findings which suggest that in order for the change process to work, a community needs effective leadership in the following three areas:

1. Lay champions committed to systemic change for Jewish education.
2. A federation executive equally committed.
3. A professional whose full-time responsibility it is to help the community work toward systemic change.

The committee discussed the tension present in most communities between a commitment to the status quo and the desire for systemic change. It heard evidence of new financial resources and a reprioritization occurring in many communities in North America which will place Jewish education at or near the top of the community agenda.

Mr. Ratner concluded by noting that the Committee on Community Mobilization will be very dependent on the work of the other committees because their successes will help to encourage greater community commitment.

B. Research and Evaluation - Esther Leah Ritz, Chair

The committee reviewed its charge to create and expand the capacity to do research on Jewish education in North American and to develop evaluation-minded communities. The committee will consider a proposal to convene a conference of individuals and representatives of institutions interested in conducting research in both Jewish and general education with an eye toward developing a research agenda. It will also consider ways to expand local research capacity and commit local funds to evaluation.

The committee discussed some preliminary outcomes of the study on personnel which has been undertaken in the three Lead Communities. This discussion led to the conclusion that our work should begin with a definition of a problem, determine ways to build in evaluation to the execution of a project, conduct analysis of outcomes, and either modify the approach or use the results to determine next steps. We wish to encourage communities to incorporate this process into their work in a way that uses resources as effectively as possible.

C. Content and Program - John Colman, Chair

This committee will concern itself with such CIJE activities as the Goals Project and the Best Practices Project. The focus of this introductory meeting was on the Best Practices Project.

One function of the project is to give hope to our work by identifying ways in which Jewish education can be provided effectively. This project offers a curriculum for change. Individuals have been identified to document best practices in a particular area of Jewish education. Once these best practices are identified, CIJE can provide experts to work with communities or institutions on replication or adaptation.

D. Building the Profession - Morton Mandel, Acting Chair

We are looking for a way to get "our fair share" of the best people to select Jewish education as their chosen profession. The issues for this committee are:

1. Recruitment
2. Professional development
3. Retention
4. Positive perceptions of Jewish education in the community

The committee will consider how we can move from planning to action. It will work with the reports of the Lead Community personnel studies and other data now being gathered. It may invite experts in professional development to provide guidance as an agenda for building the profession is developed.

Rabbi Joshua Fishman was asked to report on the work that he and Torah Umesorah are undertaking with respect to building the profession. He noted that the greatest reservoir of untapped talent for Jewish education lies in yeshivot. With the help of a grant, a teacher training program is being developed to provide a hands on, supervised training program to prepare Yeshiva graduates to be effective Jewish educators.

IV. The Goals Project

The chair noted that a presentation on CIJE's work in the area of goals provides us with an opportunity to recognize David Hirschhorn of Baltimore, who has encouraged us to be "positively skeptical" by raising difficult questions regarding the purposes and outcomes of a Jewish education. As a result of the questions raised by Mr. Hirschhorn, a major project is now under way to develop various definitions of what it means to be an educated Jew.

The chair called on Mr. Hirschhorn to introduce our speaker.

Mr. Hirschhorn noted that fifteen years ago the Baltimore Federation identified Jewish education as a primary concern. Substantial funding was devoted to this area, resulting in frustration when there was no clear evidence that progress was being made. It was, in part, for this reason that Mr. Hirschhorn chose to join the Commission on Jewish Education in North America. He noted his pleasure in introducing Dr. Daniel Pekarsky, on the faculty of the University of Wisconsin and a Philosopher of Education, to describe the Goals Project now being undertaken by CIJE.

Dr. Pekarsky noted that the Goals Project is based on the premise that the effectiveness of Jewish education depends on the degree to which we are clear on what we are trying to accomplish. He noted that a "vision driven institution" has a clear sense of the kind of person and community it is trying to cultivate. It is our belief that vision, while not the total answer, is indispensable to an effective institution and insufficiently present in the majority of Jewish educational institutions today. The purpose of the Goals Project is to encourage our educational institutions to become clearly vision driven.

Goals are critical as the basis for evaluating outcomes and for the purpose of making basic educational decisions. Even more fundamental than goals is the vision of the kind of person we are trying to cultivate. Basic goals need to be interpreted within a basic vision.

Vision is too seldom present in Jewish education. In some cases there is no guiding vision and in others the vision is hidden to those working within an institution. A vision must be clear and compelling and an institution must have a plan for translating that vision into practice. The agenda of the Goals Project is to encourage vision drivenness in Jewish education. It will rely heavily on the work of the training institutions and the educated Jew project of the Mandel Institute.

The Goals Project is undertaking the following activities:

1. A library of resources is being established to help clarify the nature of vision, and to guide the process.

2. A seminar will be held in Jerusalem in July 1994 for lay and professional leaders from the Lead Communities and other North American communities.
3. A series of local seminars will be held during the next year in the Lead Communities to help move toward vision drivenness.

In the discussion that followed the presentation it was noted that, important as it is, vision cannot be separated from other elements of an effective institution. It was also noted that CIJE does not advocate any particular vision or set of visions, but argues that the vision must be compelling for the key stakeholders of an institution or community.

V. D'Var Torah

The chair introduced Dr. David Teutsch, President of the Reconstructionist Rabbinical College, who concluded the meeting with an inspirational D'Var Torah.



Leaders or Managers: Which Do We Need Most?
Terrence E. Deal
Vanderbilt University

In normal times, people look to managers for predictable, smooth-running, cost effective operations. Managers help to supply the clarity, certainly, and efficiency required to get the job done right. In times of crisis, however, good management is not enough. People now turn to leaders for direction, confidence and hope. Leaders encourage long-range visions, spirit, and cohesion when no one is sure about what the right job really is anymore. Leadership takes us backward or ahead to rediscover or discover why our organization exists, what it stands for, and where it might be headed.

As external circumstances shift and sway, organizations teeter-totter between their need for management or leadership. The issue is not which is better, but rather what balance is best in view of contemporary challenges.

Several years ago, a national commission formally announced a time of crisis for the American system of education. The severity of the crisis was compared to war. Since then, a series of panels and commissions have reinforced the perception that our nation's schools are in trouble. If the present situation is troublesome, future challenges and reforms loom as even more awesome. We have never been particularly successful in reshaping

schools. New structures, improved curricula, less money, and more diversity create even more formidable new administrative obstacles to overcome, coupled with diminished faith that our nation's schools can ever be as good as they once were--or at least competitive with schools abroad--these problems set an ambitious agenda for the 1990's. Boom or bust will hinge on how well teachers, principals, superintendents, and others respond.

"All this requires more than knowledge. It requires leadership; not ordinary leadership but astute leadership. Most centrally, it requires effective leadership for the educational program. More than ever, principals [and others] are expected by the general public to ensure effective instruction." (National Commission for Principals, 1990, p. 11)

It is important to recognize that this new call for leadership is not confined to education. Businesses, hospitals, armies and religious orders have also begun to realize that sound management alone will not be sufficient to respond to the organizational challenges of the 1990's. Age old questions about leadership are being reconsidered. What is it? How is leadership different from management? Can leadership be encouraged and, if so, how? Drawing upon research sponsored by the National Center for Educational Leadership, this article reexamines the concept of leadership and suggests some directives

for preparing educational leaders equal to the issues that lie ahead.

The Essence of Leadership

Volumes of literature, written over the decades, reinforce leadership as a crucial ingredient in collective endeavors. But despite all the attention the true essence of leadership remains mysteriously elusive. Are leaders exceptionally decisive, or do they possess personal attributes that make others more willing to accept their influence? Do leaders make a difference, or do unique circumstances create leaders? Is leadership an activity of one individual that directs followers, or is leadership a process in which several people at all levels influence a group's destiny?

Modern conceptions prefer to view leadership as a complex interaction among members of an organization, in which context rather than position usually determines whom will take the lead. Despite the complexity, it is possible to distill some essential attributes of leadership irrespective of whom is at the helm. While personal behavioral attributes are often the focal point, there are patterns in how leaders think about or define situations that shape and interpret leadership actions.

Bolman and Deal (1991) have synthesized the organizations literature into four distinct categories, or frames, each emphasizing a different aspect of cooperative ventures. A human resource frame, viewing an organization as an extended family, attends mainly to the critical link between formal goals or roles and individual needs. The structural frame reverses the emphasis on individuals, refocusing on how an organization allocates responsibilities to well defined positions, coordinated by authority and policy and directed toward specific goals and objectives. This approach, favoring rationality and production over caring and trust, treats the organization more as a factory than a family.

Outside the formally drawn boundaries of authority and rationality, every organization houses interest groups that marshal power to compete for scarce resources. Realistically, these special interests often have a more profound effect on behavior than goals, rules, or legitimate commands. This imagery treats organizations as jungles, where coalitions and conflict create a constant struggle for survival and ascendancy.

A final frame views organizations as tribal theater, playing to audiences within and outside formal boundaries. Expressive, rather instrumental, concerns define what an organization means and dictate how it must appear in order to be recognized, appreciated, and supported. Needs, goals, and power are seen as

less important than symbols and symbolic activity in predicting what will happen or in defining what collective life means. Cultural forms such as value, rituals, heroes/ines, legends, myths, ceremonies, and stories create a meaningful enterprise where cohesion, commitment, and confidence are more important than caring, costs, or competition.

The four frames illuminate different needs that must be addressed for a healthy, productive organization. Each frame also defines a different administrative orientation. Frames are lenses or filters that administrators rely on in determining what is going on and how they will respond in a given situation. (Bolman and Deal, 1991). Administrators who prefer a human resource orientation emphasize their role as servant or catalyst, responding to or challenging individual needs and motivations. Structurally oriented administrators emphasize their role as social architects, creating a formal arrangement of roles and relationships that tap the full range of human potential and focus attention on achieving goals and objectives. The political side of an organization keeps the administrator attuned to special interests, power alignments, and shifting issues. He or she spends considerable time building coalitions around an agenda and negotiating agreements among competing and conflicting individuals or groups. Here the administrator's role is that of an advocate or statesperson. Symbolic administrators emphasize the importance of vision, values, and virtue and assume a role of

prophet or poet. The chief aim is to articulate a shared, almost spiritual collective quest. Drama becomes a way of life in which the administrator orchestrates and plays a role in everyday theater.

Recent studies of administrators in business, higher education, and schools suggest that most operate primarily from either a structural or human resource orientation (Bolman and Deal, 1990). In other words, a majority of administrators are most comfortable in their human relations or authority roles. What are the consequences of these patterns of thinking and behavior? Both the structural and human resource orientations are linked significantly to these administrators' effectiveness as managers as perceived by subordinates. While a political orientation appears also to be important to one's effectiveness as a manager, the other two frames or orientations appear to play a more significant role. When effectiveness as a leader is judged by subordinates, the pattern almost reverses. Now symbolic and political orientations play a much more dominant role. Attention to symbols, in particular, appears to be a very significant factor in effective leadership. While concerns for people and structure are an important part of effective management, the true essence of leadership appears to be predominantly political and symbolic. Leaders operate more as negotiators and poets than as servants, catalysts, or social architects. In times of crisis, especially, effective leaders

barter and build coalitions, shape and reshape symbolic forms that infuse a organization with purpose and meaning.

Implications for Leadership Development

To the extent that these preliminary findings have general application, we need to rethink and probably overhaul the way we prepare educational administrators. For the most part, such training is managerial. The typical pre-service curriculum is laced heavily with technical subjects such as law, finance, and management techniques. Secondary attention is given to interpersonal and group dynamics, drawing heavily on social science research guided mainly by high rational methodologies. As in business, most educational administrators are trained as managers, not as leaders. In business, for example, estimates claim that ninety percent of what future business administrators receive is management training. For many budding educational administrators the percentage is probably even higher. Not that management training is unimportant, but at a time when most constituencies are calling for more leadership in education, our efforts to prepare such people are probably barking up the wrong tree.

What is the alternative? A look to innovative business and health care organizations suggest some possibilities. In a study

of successful general managers in the business world, for example, Kotter (1982) finds that these top-performers were given very early in their careers, challenging assignments across a wide variety of functions within the same company. They learned leadership lessons from their experience (failures more than successes), and from mentors (poor examples as well as good ones). They developed a well-grounded, global sense of the business, in relation both to customers and to the society at large. These results support a long-standing wisdom that leadership is learned best from the school of hard knocks.

Other businesses believe that leadership can be encouraged through forward-looking development programs. The curriculum of American Medical International's (AMI) Corporation College for example, include philosophy, the psychology of color, the game of tennis, museum curatorship, visionary leadership, and symbolism. AMI believed that the ethical, aesthetic, and liberal arts could make the best contribution to the company's leadership capital.

There are other examples of innovative approaches to leadership development, all suggesting a radical shift in how we might style education's future leadership pool. If leaders learn best from experience, then we need to provide challenging assignments early in administrative careers. Internships and practica as currently designed, typically offer little else than hands-on chances to master bureaucratic and administrative

minutiae. Rarely are up and coming candidates given significant responsibility so they can feel the awesome weight of being in charge, learn to give and take with political forces, and come to know where symbolic opportunities to influence events lie in the midst of the ambiguity and complexity of everyday life. Mentoring novice principals (or those in other first-time line positions) is probably more effective and also more rewarding to seasoned veterans than trying to make work for part-time interns or practicum participants.

Once young administrators have tested the limits and liabilities (as well as the promises) of being in charge, then they should be ready for formal opportunities to reflect on their experiences. But the content and emphasis of their education should be shifted from technical training and the traditional social sciences steeped heavily in the scientific method to incorporate a thorough grounding in political strategy, anthropology, history, literature, philosophy, poetry, art, music, and the humanities. In addition, the process of learning would need to move from lecture and recall to case studies, films, simulations and other approaches designed to distill wisdom from practice. By bouncing their personal experiences against collective experience and the wisdom of the ages, aspiring young administrators should develop self-knowledge, a deep understanding of the political and symbolic aspects of the context in which they will work, and a broad understanding of the

past, present, and future social and economic forces that have and will shape their institutions over time.

If we were to take seriously these general guidelines, it would require a complete transformation of most administrative preparation programs as they now exist. How all this would happen -- or whether it even could -- is unclear. But in trying to reshape administrative preparation programs to focus on the political and symbolic aspects of administrative work, perhaps instructors of higher education could themselves take a leadership role. It is hard to prepare future leaders in contexts which are often poorly managed, overly-rational and underled.

In trying to reshape leadership development programs, however, it is important not to lose sight of management training or the development of managerial skills. But at this juncture in American education it is probably more important to have some creative leaders who are willing to take risks and even fail, than to continue to over-rely on managers who keep trying -- without success -- to make a jungle or theater work like a family or factory.

REFERENCES

- Bolman, L. G., & Deal, T. E. (1991). Reframing Organizations: Artistry and Choice in Management. San Francisco: Jossey-Bass.
- Kotter, J. P. (1982). The General Managers. New York: Free Press.



CIJE GOALS SEMINAR
JULY 1994
SUMMARY REPORT

Professor Daniel Pekarsky
University of Wisconsin

The Goals Seminar brought to Jerusalem delegations of lay and professional leaders from a number of American Jewish communities for a week of intensive and, it turned out, very fruitful study and deliberation concerning the place of goals in Jewish education.

Organized by CIJE in collaboration with the Mandel Institute for the Advanced Study and Development of Jewish Education, the seminar represented the culmination of a lengthy process of planning and the beginnings of an exciting process of educational improvement for communities and institutions represented at the seminar. Including CIJE staff, there were a total of approximately 37 participants. Substantial delegations came to the seminar from Baltimore, Cleveland, and Milwaukee, but other communities, notably Boston and West Palm Beach, were also represented. Also in attendance were a number of lead-educators associated with the Conservative, Orthodox, Reform, and Reconstructionist movements. Sessions were held in extraordinarily beautiful sites, sites which helped to create an atmosphere conducive to the kinds of serious study and dialogue that were characteristic of this seminar.

The Place of Goals in Jewish Education

At the outset of the seminar, participants were reminded that in its deliberations in the late '80s the Mandel Commission on Jewish Education in North America deliberately avoided dealing with substantive issues concerning the goals of Jewish education. It did so not because it felt these issues were unimportant but because it recognized that it would not be profitable for a group as ideologically diverse as were the members of the Commission to engage in this discussion. At the same time, the Commission recognized that, along with an emphasis on personnel, community mobilization, best practices, and monitoring and evaluation, careful attention to the goals of Jewish education on the part of educating institutions and other bodies concerned with Jewish education is of decisive importance if the field as a whole is to make significant progress.

As common sense and evidence from general education suggest, a powerful vision of what

one is educating towards is an indispensable ingredient of effective educational practice and reform. In addition, in the absence of clear goals, it is impossible for educational institutions to be seriously accountable for what they do - accountable in ways that will enhance their efforts and illuminate decision-making at institutional and communal levels. The Mandel Institute's Educated Jew Project and CIJE's Goals Project were both born of these concerns.

The Goals Seminar was designed to offer participants an opportunity to deepen their understanding of the place of goals in Jewish education, to surface and explore pertinent issues; to develop a shared universe of concepts, assumptions, questions, insights, and issues that will provide a framework and agenda for continuing discussions; and to give participants a chance to think about how to encourage a goals-agenda in their local communities. Thus, the Goals Seminar was designed as the beginning of a process of collaboration, not as an isolated event cut off from future efforts.

Defining a Vision-driven Institution

The seminar began with discussions aimed at systematically analyzing the ways in which, all too often, meaningful goals fail to guide the educational process and the very high price that educating institutions and those who support and depend on them pay for such inadequacies. Problems discussed ranged from the frequent absence of any clearly defined goals, to the presence of institutional goals that are not systematically implemented, to the presence of goals that key stakeholders don't strongly identify with (if at all).

As a counterpoint to this analysis, participants examined educating institutions in which curriculum, pedagogy, social and physical organization, and the selection of educators are guided by clear goals, goals which are themselves anchored in a compelling vision of the kind of person and community that should be cultivated. These examples of "vision-driven institutions" were drawn from the world of both Jewish and general education. They included John Dewey's turn-of-the-century school in Chicago; the educational ideology and practices associated with early Secular Zionism; Yeshivat Har-Etzion in Israel; and a very non-traditional yeshiva-like study-community called Ellul. Examination of these institutions made very vivid what it means for an institution to be guided by a compelling vision and set of goals, as well as the ways in which this can enhance educational quality and outcomes.

In the course of this examination, five critical and inter-related features of vision-driven institutions were identified:

1. the presence of a clear, shared, and compelling vision of the kind of human being and community that should be cultivated;

2. educational goals that are anchored in this vision;
3. curriculum, pedagogy, ethos, social and physical organization that reflect the vision and the goals;
4. educators who wholeheartedly identify with the institution's vision and goals;
5. insistent efforts to identify and close gaps between the vision aspired to and actual outcomes.

The nature of guiding visions and their relationship to educational practice were further illuminated in sessions that considered work going on under the auspices of the Mandel Institute's Educated Jew Project. The seminar focused on an essay written by Professor Moshe Greenberg in which he articulated his vision of the ideal product of a Jewish education. Through discussion with Professor Greenberg and study of his essay, seminar participants were afforded an opportunity to better understand his view, to clarify their own, and to think about the kinds of guiding visions that might have a chance of thriving in American educational settings. Equally important, the encounter with Greenberg's work offered an opportunity to wrestle with the difficult but critical question of moving from vision to educational practice: if one were seriously committed to Greenberg's vision of the aims of Jewish education, what implications would this carry for educational practice -- for the selection of materials and of educators, for pedagogy, for the organization of the physical and social environment, for family education, etc?

Catalyzing Vision in Existing Institutions

Important as it was for participants to examine institutions that exhibited a strong relationship between vision, goals, and educational practice, it was also important for them to struggle with the difficult question of catalyzing improvement in existing institutions that are not presently driven by a coherent vision or set of goals. Given the diverse array of groups and outlooks that make up many contemporary congregations and free-standing educating institutions, as well as other complicating variables (for example, the often complex relationships between lay and professional stakeholders), it is often difficult for an institution that is not already committed to a clear and compelling vision of what it wants to accomplish in education to arrive at one.

With the aid of a structured exercise and a case-study that looked carefully at one institution's effort to develop a vision that would guide its practice, seminar participants succeeded in identifying significant issues and insights that are pertinent to any effort to encourage existing institutions to develop a coherent and compelling set of educational goals.

Vision in Communities: A Shared Jewish Universe

Since many of the participants in the seminar came as representatives of communities and not of institutions, they were as interested in community visions as in institutional visions. What might it mean for a community to have a guiding vision informing its policies and practices in education and other domains? Can there in any meaningful sense be a community-vision guiding the activities of a typical American Jewish community? Such questions were fruitfully explored on two occasions; first, in a sub-group of the whole, and second, in an inspired presentation on this subject by Professor Michael Rosenak of the Hebrew University.

In his talk Rosenak developed the view that, while substantial, the diversity typical of American Jewish communities does not preclude the development of a meaningful and substantial shared universe among the diverse membership. He identified five elements that make up this shared universe:

1. study (undoubtedly in very different ways) of the same sacred literature that addresses matters of ultimate concern;
2. a common vocabulary (words, phrases, concepts), rich and distinctive in historical and cultural associations;
3. certain shared practices concerning, say, Tzedaka or ritual observances appropriate at communal functions;
4. an attitude that says, "The problems faced by some segment of the Jewish People is a problem that all Jews must seriously address"; and
5. identification with Israel as a special place

-- not just another place where Jews happen to live.

These five elements, he intimated, suggest a set of communal and educational goals that can be shared across denominational and other divides.

From Study to Action: Next Steps

The seminar offered much food for thought, but it was designed to stimulate action as well as thought. The last part of the seminar focused on "Next steps" in the effort to encourage Jewish educating institutions to become better organized around meaningful educational goals. There were two stages to this discussion.

In the first stage, Alan Hoffmann discussed the place of the Goals Project in the context of CIJE's overall efforts, and he then went on to detail some concrete ways in which CIJE might contribute to progress on the goals-front in local communities represented at the seminar. Hoffmann explained CIJE's interest in sponsoring a series of seminars in local communities represented at the conference, seminars designed to engage the energies of representatives of local educating institutions in the effort to wrestle, both intellectually and very practically, with the problem of identifying a set of meaningful educational goals and developing educational practices that are consonant with these goals. CIJE will work with interested communities in developing the agenda for these seminars. It is anticipated that from among institutions participating in these seminars, some will meet criteria that render them appropriate candidates for intensive work aimed at becoming significantly more vision-driven. CIJE anticipates working indirectly with such institutions, primarily through seminars and consultations offered to educators identified by a community or an institution to oversee and guide the process of self-improvement.

AMERICAN JEWISH

In the second stage of the seminar's last discussion, participants heard from the three major delegations represented at the seminar (Baltimore, Cleveland, and Milwaukee) concerning their emerging plans of action. Each day of the seminar, time had been allotted for participants from each community to meet as a community to discuss how issues addressed in the seminar applied back home, as well as to develop a strategy for engaging local educating institutions in the effort to become more effectively organized around meaningful educational goals. The plans of action discussed in this last session indicated the significant progress these communities had made in their discussions, as well as their excitement about the work ahead.

Before the seminar concluded, participants had a chance to write up their reactions to the seminar. CIJE staff has been impressed with the thoughtfulness and insightfulness of the comments that were made; and it has been gratified by the participants' generally very positive response to the seminar.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
BOARD OF DIRECTORS

David Arnow
Swig, Weiler & Arnow Mgmt. Co.
1114 Ave. of the Americas
New York, NY 10036
Phone: 212-869-9700
FAX: 212-921-4967

Daniel Bader
Helen Bader Foundation
777 East Wisconsin Ave. #3275
Milwaukee, WI 53202
Phone: 414-224-6464
FAX: 414-224-1441

Mandell Berman *
29100 Northwestern Highway
Southfield, MI 48304
Phone: 810-353-8390
FAX: 810-353-3520

Charles Bronfman *
1170 Peel Street, #800
Montreal, Quebec H3B 4P2
Phone: 514-878-5201
FAX: 514-878-5296

John Colman *
4 Briar Lane
Glencoe, IL 60022
Phone: 708-835-1209
FAX: 708-835-4994

Maurice Corson
The Wexner Foundation
41 S. High Street, #3390
Columbus, OH 43215
Phone: 614-461-8112
FAX: 614-461-8276

Susan Crown
Ari & Ida Crown Memorial
222 N. LaSalle Street #2000
Chicago, IL 60601-1102
Phone: 312-899-5030
FAX: 312-899-5038

Jay Davis
2167 West Wesley Road, N.W.
Atlanta, GA 30327
Phone: 404-696-9440
FAX: 404-691-0364

Irwin Field
Liberty Vegetable Oil Co.
P. O. Box 4236
Cerritos, CA 90703
Phone: 310-921-3567
FAX: 310-802-3476

Max Fisher
Fisher Building
3011 Grand Blvd., 27th Flr.
Detroit, MI 48202
Phone: 313-871-8000
FAX: 313-871-5634

Billie Gold *
300 Central Park West
New York, NY 10024
Phone: 212-245-8200
FAX: 212-362-5870
(H) 212-799-3120

Charles Goodman
222 North LaSalle Street
Chicago, IL 60601
Phone: 312-899-5020
FAX: 312-899-5038

Alfred Gottschalk
Hebrew Union College
3101 Clifton Ave.
Cincinnati, OH 45220-2488
Phone: 513-221-1875
FAX: 513-221-2810

Neil Greenbaum
Sachnoff & Weaver, Ltd.
30 S. Wacker Drive, 29th Flr.
Chicago, IL 60606-4784
Phone: 312-207-3852
FAX: 312-207-6400

* Executive Committee Member
8/29/94

Thomas Hausdorff
The Jim Joseph Foundation
494 Salem Street
Paramus, NJ 07652
Phone: (W) 718-377-1100
(H) 201-599-0674
FAX: 718-258-0933

David Hirschhorn *
The Blaustein Building
P. O. Box 238
Baltimore, MD 21203
Phone: 410-347-7200
FAX: 410-659-0552

Ann Kaufman *
754 Kuhlman Road
Houston, TX 77024
Phone: 713-461-1760

Gershon Kekst
Kekst & Co., Inc.
437 Madison Ave.
New York, NY 10022
Phone: 212-593-2655
FAX: 212-593-2430

Henry Koschitzky
IKO Industries, Ltd.
1 Yorkdale Road #404
Toronto, Ontario M6A 3A1
Phone: 416-781-5545
FAX: 416-781-8411

Mark Lainer *
17527 Magnolia Blvd.
Encino, CA 91316
Phone: 818-787-1400
FAX: 818-787-8719

Norman Lamm
Yeshiva University
500 West 185th St.
New York, NY 10033
Phone: 212-960-5280
FAX: 212-960-0049

Marvin Lender
M & M Investments
P. O. Box 3937
Woodbridge, CT 06525
Phone: 203-397-3977
FAX: 203-397-8506

Norman Lipoff
1221 Brickell Ave.
Miami, FL 33131
Phone: 305-579-0500
FAX: 305-579-0719

Seymour Martin Lipset
George Mason University
4400 University Drive
Fairfax, VA 22030
Phone: 703-993-2278
FAX: 703-993-2284

Morton Mandel *
Premier Industrial Corp.
4500 Euclid Ave.
Cleveland, OH 44103
Phone: 216-391-1852
FAX: 216-391-5430

Matthew Maryles *
Oppenheimer and Company, Inc.
1 World Financial Center
New York, NY 10281
Phone: 212-667-7420
FAX: 212-667-5785

Florence Melton
1000 Urlin Ave. #1505
Columbus, OH 43212
Phone: 614-486-2690

Melvin Merians *
Union of American Hebrew Congregations
838 Fifth Ave.
New York, NY 10021
Phone: 212-249-0100
FAX: 212-570-0895

* Executive Committee Member

8/29/94

CIJE 1994 Board of Directors

Lester Pollack
Lazard Freres & Company
One Rockefeller Plaza
New York, NY 10020
Phone: 212-632-4829
FAX: 212-632-4846

Charles Ratner *
Forest City Enterprises
10800 Brookpark Road
Cleveland, OH 44130
Phone: 216-267-1200
FAX: 216-267-3925

Esther Leah Ritz *
626 E. Kilbourne Ave. #2301
Milwaukee, WI 53202
Phone: 414-291-9220
FAX: 414-291-0207

William Schatten
3280 Howell Mill Road, NW #121
Atlanta, GA 30327
Phone: 404-351-5315
FAX: 404-355-8972

Richard Scheuer
61 Associates
350 Fifth Ave. Suite 3410
New York, NY 10118
Phone: 212-947-9009
FAX: 212-695-4248

Ismar Schorsch
Jewish Theological Seminary
3080 Broadway
New York, NY 10027
Phone: 212-678-8072
FAX: 212-678-8947

David Teutsch
Reconstructionist Rabbinical College
Church Road & Greenwood Ave.
Wyncote, PA 19095
Phone: 215-576-0800
FAX: 215-576-6143

Isadore Twersky
Harvard University
6 Divinity Ave.
Cambridge, MA 02138
Phone: 617-495-4326
FAX: 617-496-8904
(H) 617-232-7356

Maynard Wishner *
Rosenthal & Schanfield
55 East Monroe Street, #4620
Chicago, IL 60603
Phone: 312-899-5524
Fax: 312-236-7274

Bennett Yanowitz
Kahn, Kleinman, Yanowitz & Arnson
2600 Erieview Tower
Cleveland, OH 44114
Phone: 216-696-3311
FAX: 216-696-1009

* Executive Committee Member

8/29/94

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
1994 STAFF AND CONSULTANTS

Gail Dorph
Senior Educator Officer
15 E. 26th Street
New York, NY 10010-1579
PH: 212-532-2360
FX: 212-532-2646

Seymour Fox
Consultant
The Mandel Institute
8 Hovevei Zion Street
Jerusalem 92226 Israel
PH: 0119722 618 728
FX: 0119722 619 951

Adam Gamoran
Consultant
University of Wisconsin
2444 Social Science
Madison, WI 53706
PH: 608-263-7829
FX: 608-263-6448

Ellen Goldring
Consultant
Peabody College-Vanderbilt Univ.
Box 514
Nashville, TN 37203
PH: 615-322-8037
FX: 615-343-7094

Roberta Goodman
Field Researcher
149 Nautilus Drive
Madison, WI 53705
PH: 608-231-3534
FX: 608-231-6844

Annette Hochstein
Consultant
The Mandel Institute
8 Hovevei Zion Street
Jerusalem 92226 Israel
PH: 0119722 617 418
FX: 0119722 619 951

Stephen Hoffman
Consultant
Jewish Community Federation
1750 Euclid Ave.
Cleveland, OH 44115
PH: 216-566-9200
FX: 216-566-9084

Alan Hoffmann
Executive Director
15 E. 26th Street
New York, NY 10010-1579
PH: 212-532-2360
FX: 216-391-2646

Barry Holtz
Senior Educator Officer
15 E. 26th Street
New York, NY 10010-1579
PH: 212-532-2360
FX: 212-532-2646

Virginia Levi
Associate Director, Administrator
4500 Euclid Ave.
Cleveland, OH
PH: 216-391-1852
FX: 216-391-5430

Daniel Pekarsky
Consultant
4006 Mandan Crescent
Madison, WI 53711
PH: 608-262-1718
FX: 608-262-9074

Nessa Rapoport
Leadership Development Officer
15 E. 26th Street
New York, NY 10010-1579
PH: 212-232-2360
FX: 212-232-5646

William Robinson
Field Researcher
1525 Wood Creek Trail
Roswell, GA 30076
PH: 404-552-0930
FX: 404-998-0860

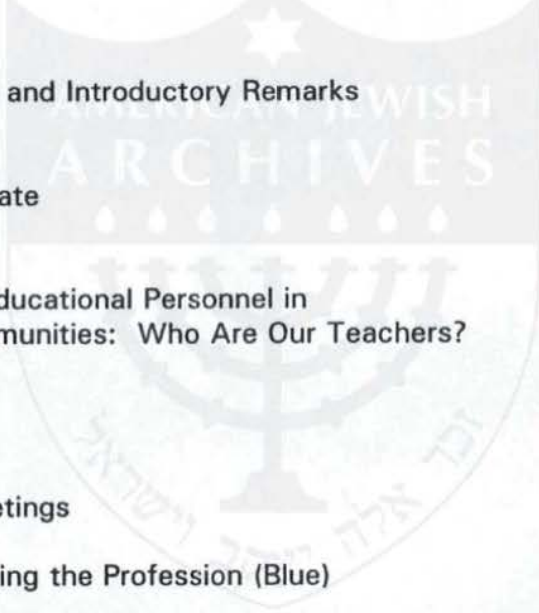
Julie Tammivaara
Field Researcher
58 Penny Lane
Baltimore, MD 21209
PH: 410-653-4648
FX: 410-653-3727

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board of Directors

OCTOBER 6, 1994

AGENDA

- 
- I. Board Plenary
 - A. Welcome and Introductory Remarks Morton Mandel
 - B. CIJE Update Alan Hoffmann
 - C. Jewish Educational Personnel in Our Communities: Who Are Our Teachers? Adam Gamoran
Ellen Goldring
 - II. Lunch
 - III. Committee Meetings
 - A. Building the Profession (Blue) Chair: Morton Mandel
 - B. Community Mobilization (Green) Chair: Charles Ratner
 - C. Content and Program (Red) Chair: John Colman
 - D. Research and Evaluation (Gold) Chair: Esther Leah Ritz
 - IV. Board Plenary
Committee Reports
 - V. D'var Torah

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

EXECUTIVE COMMITTEE

[UJA/FEDERATION, OCTOBER 5, 6.00 - 7.30]

Agenda

- | | | |
|----|------------------------------------|-----|
| 1. | Introduction. | MLM |
| 2. | Staff. | ADH |
| 3. | CIJE Committee Structure | MLM |
| 4. | CJF-JESNA-CIJE Relationship. | SHH |
| 5. | CIJE Incorporation and Tax status. | RAS |
-

CHAIRMAN'S NOTES

NOTE: WE ARE EXPECTING SOME LATECOMERS (E.G. BILLY GOLD AT 6.20. WE ARE SERVING FISH FOR DINNER.

SUGGEST THAT EVERYONE EAT AND AS SOON AS MEMBERS HAVE THEIR MEAL, WE SHOULD BEGIN THE BUSINESS OF THE MEETING.

1. INTRODUCTION

- INTRODUCE ANNE KAUFFMAN
- NEW FORMAT FOR OUR BOARD MEETING. BEGINNING WITH A SEMINAR ON A TOPIC OF CENTRAL IMPORTANCE TO CIJE. THIS EVENING WILL HAVE AN OPPORTUNITY TO HEAR FROM ONE OF THE LEADING THINKERS ABOUT LEADERSHIP -

PROF. TERRENCE DEAL OF VANDERBILT UNIVERSITY.
OUR DISCUSSION WILL RELATE TO THE ISSUES IN
LEADERSHIP FROM A JEWISH COMMUNAL AND EDUCATIONAL
PERSPECTIVE WHICH HIS PRESENTATION RAISES

- TOMORROW OUR FOCUS WILL CONTINUE TO BE ON THE
ISSUE OF PERSONNEL, WITH A PRESENTATION ON THE
OUTCOMES OF THE REPORT FROM THE CIJE PERSONNEL
STUDY PREPARED BY ADAM AND ELLEN. THIS WILL ALSO
BE THE FOCUS OF THE COMMITTEE MEETINGS TOMORROW.
- ROLE OF THE EXECUTIVE COMMITTEE: TO BE THE
ADDRESS FOR MANAGEMENT AND FISCAL ISSUES OF THE
CIJE. WE WILL REPORT ON THOSE THIS EVENING

2. STAFF

- CALL ON ADH TO REPORT ON STAFF
- ADH WILL REVIEW ALL OUR STAFF AND CONSULTANTS AND
WILL HAND OUT A PAGE WITH ALL OUR STAFFING
- WITHIN THIS OVERVIEW, ADH WILL INTRODUCE NESSA

3. COMMITTEE STRUCTURE

- SINCE JANUARY CIJE HAS BEEN DEVELOPING A STRUCTURE
BOTH FOR STAFF AND BOARD WHICH MORE ACCURATELY
REFLECTS ITS MISSION.
- HAVE DEVELOPED FOUR AREAS WHICH TOGETHER REPRESENT
ALL AREAS OF CIJE'S WORK:
BUILDING THE PROFESSION
CONTENT AND PROGRAM (GOALS AND BEST PRACTISES)
RESEARCH AND EVALUATION
COMMUNITY MOBILIZATION
- ALL BOARD MEMBERS HAVE BEEN DIVIDED INTO THESE
COMMITTEES AND EACH HAS A CORE STAFF MEMBER
ASSIGNED (EXCEPT FOR RESEARCH AND EVALUATION WHOSE
STAFF IS PART-TIME). THE WORKPLANS OF THE
COMMITTEES WILL BECOME THE COMBINED WORKPLAN OF
CIJE
- INTEND TO INVITE ADDITIONAL LEADERS TO JOIN THESE
COMMITTEES WHICH WILL EVENTUALLY DEVELOP A LIFE OF
THEIR OWN

4. CJF-CIJE-JESNA

- OVER PAST SIX MONTHS STEVE HOFFMAN, JON WOOCHEER AND ALAN HOFFMANN HAVE BEEN MEETING INTENSIVELY WITH MARTY KRAAR TO HELP CJF RESPOND TO JEWISH CONTINUITY AND JEWISH EDUCATION AS AN EMERGING TOP PRIORITY OF THE FEDERATED SYSTEM.

CALL ON STEVE HOFFMAN

CJF HAD INITIATED A COMMISSION ON IDENTITY AND CONTINUITY WHICH BY ITS NATURE IS TIME LIMITED AND CJF WANTED TO EXPLORE A PERMANENT MECHANISM WITHIN CJF FOR THIS AGENDA. IT LOOKS AS THOUGH THE COMMISSION IS DRAWING TO A CLOSE AND WILL HAVE FINISHED ITS BUSINESS WITHIN THE COMING FEW MONTHS.

CJF, JESNA AND CIJE ARE DEVELOPING A DESIGN FOR A STANDING PRESENCE WITHIN THE CJF SYSTEM. SOME KIND OF A HIGH LEVEL COMMITTEE ON JEWISH EDUCATION AND CONTINUITY. THIS IS ALSO A REFLECTION OF A HIGH DEGREE OF COOPERATION BETWEEN THE CIJE AND JESNA STAFFS

6. INCORPORATION AND TAX STATUS

- RICHARD SHATTEN TO REPORT

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

B O A R D S E M I N A R

[Wednesday, October 5th, 1994: UJA/Federation
Ballroom B and C]

7.45:

PEOPLE INVITED FOR 7.45. NO REFRESHMENTS UNTIL AFTER THE PROGRAM.

PROGRAM SCHEDULED TO BEGIN AT 8.00. MLM, TERENCE DEAL, ADH AND ELLEN GOLDRING WILL BE SEATED ON A RAISED PODIUM WITH THE AUDIENCE (APPROX. 60) SEATED IN ROWS BEHIND TABLES FACING FORWARDS.

8.00: CHAIRMAN'S INTRODUCTION

WELCOME THE AUDIENCE. THIS IS CIJE'S FIRST BOARD SEMINAR AND WE HAVE MANY BOARD MEMBERS AND SOME INVITED GUESTS FROM THE JEWISH EDUCATIONAL COMMUNITY IN THE AUDIENCE.

SEATED HERE WITH ME ARE ADH, PROF. TERENCE DEAL - OUR GUEST SPEAKER FOR THIS EVENING (ABOUT WHOM YOU WILL SAY MORE LATER) AND PROF. ELLEN GOLDRING. ELLEN IS ASSOCIATE DEAN OF THE PEABODY COLLEGE OF EDUCATION AT VANDERBILT UNIVERSITY AND CO-DIRECTOR (WITH PROF. ADAM GAMORAN) OF CIJE'S MONITORING, EVALUATION AND FEEDBACK PROJECT.

WE KNOW THAT MANY OF THE ISSUES WITH WHICH WE ARE ENGAGED ARE OF VITAL INTEREST TO EDUCATIONAL LEADERS, COMMUNAL LEADERS AND POLICY PLANNERS.

CIJE PLANS TO RAISE, FROM TIME TO TIME, TOPICS OF MAJOR INTEREST FOR DISCUSSION AND TONIGHT IS THE FIRST OF THESE.

AS YOU KNOW, AT THE HEART OF CIJE'S MISSION IS BUILDING THE PROFESSION OF THE JEWISH EDUCATOR AND THE THEME OF OUR BOARD MEETING WILL BE AN ANALYSIS OF THE PERSONNEL SITUATION IN JEWISH EDUCATION TODAY.

8.50 - 9.20:

DISCUSSION.

YOU COULD MENTION THAT WE HAVE ASKED A FEW PEOPLE TO THINK ABOUT THE ISSUES AND RAISE SOME OPENING ISSUES. [ADH WILL GIVE YOU THE NAMES]

9.20: WRAPUP

ELLEN GOLDRING'S FIELD IS EDUCATIONAL LEADERSHIP. MOST RECENTLY SHE PUBLISHED A BOOK CALLED "PRINCIPALS OF DYNAMIC SCHOOLS: TAKING CHARGE OF CHANGE". IN THE LAST TWO YEARS ELLEN HAS DEVELOPED DEEP INSIGHT ALSO INTO THE FIELD OF JEWISH EDUCATION THROUGH HER WORK WITH CIJE. ELLEN, I AM GOING TO ASK YOU TO TRY AND TIE TOGETHER SOME OF THE THREADS OF THIS EVENING'S FASCINATING DISCUSSION.



HAVE ALWAYS BELIEVED THAT AT THE CORE OF ANY ENTERPRISE IS ITS LEADERSHIP.

- HAS GUIDED ME IN BUSINESS
- STORY OF SCHOOL OF EDUCATIONAL LEADERSHIP IN ISRAEL
- JERUSALEM FELLOWS

CIJE IS ABOUT SYSTEMIC CHANGE - BECAUSE OF THE CENTRALITY OF LEADERSHIP TO EDUCATIONAL REFORM, WE HAVE CHOSEN THIS TOPIC FOR OUR FIRST BOARD SEMINAR.

ARE DELIGHTED THAT PROF. TERENCE DEAL COULD JOIN US BECAUSE OF HIS UNIQUE QUALIFICATIONS AND BACKGROUND.

[ATTACHED IS HIS BIO.
SUGGEST FIRST AND MAYBE SECOND PARAGRAPH]

IT IS PRECISELY BECAUSE TERRY DEAL HAS WORKED BOTH IN THE CORPORATE AND EDUCATIONAL WORLDS THAT I HOPE THAT HIS PERSPECTIVE WILL MIRROR OUR OWN COMMITMENT TO THE INTERRELATIONSHIP BETWEEN BUILDING THE PROFESSION AND MOBILIZING COMMUNITY LEADERSHIP.

IN ADVANCE OF THIS EVENING WE SENT YOU A SHORT PIECE BY TERENCE DEAL ENTITLED "LEADERS OR MANAGERS: WHICH DO WE NEED MOST?" THIS WAS INTENDED TO SET THE STAGE FOR TONIGHT'S DISCUSSION.

AFTER PROF. DEAL'S PRESENTATION, WE WILL TAKE QUESTIONS AND COMMENTS FROM THE GROUP. OUR OWN FOCUS IN THE DISCUSSION WILL BE ON THE IMPLICATIONS AND APPLICATIONS FOR LEADERSHIP FOR JEWISH EDUCATION.

8.15 - 8.50: DEAL TALKS FOR 35 MINS.

cont/

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

[CIJE OFFICES: OCTOBER 5TH, 1994, 10.00 A.M.]

10.00 - 10.20

- WELCOME TO ALL. WELCOME JON WOOCHEER WHO HAS JOINED OUR STEERING COMMITTEE. THIS IS A MAJOR STEP IN BUILDING A CIJE-JESNA RELATIONSHIP. ON SEPTEMBER 1, CIJE AND JESNA STAFF SPENT A FULL DAY IN SHARING AGENDAS, DIRECTIONS AND CONCERNS
- AS COMMISSION ON JEWISH IDENTITY WINDS UP ITS WORK (THERE WILL BE A MEETING AT THE GA), CJF WILL BE DEVELOPING A NEW STANDING COMMITTEE ON JEWISH EDUCATION AND CONTINUITY FOR THE FEDERATED COMMUNITY. CIJE AND JESNA WILL BE AT THE HEART OF THAT ENTERPRISE. SHOULD BE ANNOUNCED IN THE NEAR FUTURE
- GO THROUGH BOOK AND AGENDA FOR TODAY
- REVIEW MINUTES.

10.20 - 11.30 : THE INTEGRATED PERSONNEL REPORT:
IMPLICATIONS FOR NORTH AMERICA

- PURPOSE OF THIS DISCUSSION IS TO HEAR BRIEFLY FROM ADAM AND ELLEN ABOUT THE HIGHLIGHTS OF THEIR BOARD PRESENTATION AND THEIR G.A. PRESENTATION AND THEN DISCUSS STRATEGIES BY WHICH CIJE CAN BUILD ON THIS PERSONNEL REPORT - HOW ARE WE GOING TO USE THIS DRAMATIC STORY TO MOBILIZE LEADERSHIP AND COMMUNITIES?
- YOU MAY WANT TO MENTION THAT AMNON RUBINSTEIN HAS ACCEPTED YOUR INVITATION TO BE PART OF THE SESSION ON JEWISH EDUCATION PERSONNEL AT THE G.A. AND THAT WE HAVE ALSO INVITED RICHARD RILEY, SECRETARY OF EDUCATION, FROM WHOM WE HAVE NOT YET HEARD.

- ADAM AND ELLEN WILL PRESENT THE NUGGETS OF THEIR PRESENTATIONS FOR 10-15 MINUTES.

THEN MLM WILL LEAD A DISCUSSION ABOUT THE **CONTEXT** HOW WE DEAL WITH THIS REPORT. CIJE IS ABOUT INCREASING THE NUMBER OF COMMUNITIES WHO ARE EFFECTIVELY ENGAGED IN PLANNING AND IMPLEMENTING PLANS FOR IMPROVED JEWISH EDUCATION

11.30 - 1.00 P.M.: MINI-COMMITTEES MEET

- AT OUR LAST STEERING COMMITTEE MEETING, THE MINI-COMMITTEE CONCEPT WAS DEVELOPED. EACH MINI-COMMITTEE WAS ASKED TO ARTICULATE TENTATIVE PRIORITIES. SINCE THEN, STAFF HAVE BEGUN TO DEVELOP COMMITTEE WORKPLANS BASED ON THOSE GUIDELINES. TODAY IS AN OPPORTUNITY TO DISCUSS THOSE WORKPLANS. YOU KNOW THAT OVER THE PAST MONTH, COMMITTEE CHAIRS AND STAFF HAVE DISCUSSED EARLIER VERSIONS OF THE WORKPLANS
- ONCE THERE IS SOME CONSENSUS ABOUT THE INDIVIDUAL COMMITTEE WORKPLANS, ALAN WILL NEED TO INTEGRATE ALL FOUR PLANS INTO THE CIJE 1995 WORKPLAN - STEERING COMMITTEE MAY NEED TO REVISIT THE COMPOSITE DOCUMENT TO RESOLVE ISSUES OF PRIORITY-SETTING.

1.00 P.M.: LUNCH

[SHOULD I INVITE ALAN FINKELSTEIN AND ART ROTMAN TO JOIN US?]

1.45 - 2.15 P.M.

- G.A. AND CIJE'S INVOLVEMENT - ADH

[ADH WILL DEAL WITH BUREAU DIRECTORS FELLOWSHIP MEETINGS; COMMISSION ON IDENTITY MEETINGS; FORUM WITH RUBINSTEIN, RILEY ETC., CIJE BREAKFAST AND OTHER SESSIONS IN WHICH CIJE WILL BE INVOLVED]

2.15 - 3.30 P.M.

- REVIEW BOARD MEETING:
 - BOOKS, AGENDA,
 - WEDNESDAY EVENING
 - THURSDAY
 - OPENING
 - ADH
 - ADAM/ELLEN
 - LUNCH
 - COMMITTEES
 - COMMITTEE REPORTS
 - DVAR TORAH
 - CAMPERS
 - STAFF MEETING FOR POST-GAME



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

BOARD MEETING

[UJA/FEDERATION - THURSDAY OCTOBER 6TH, 10.00 A.M.]

CHAIRMAN'S NOTES

10.00 - 10.15 : INTRODUCTION [MLM]

-
- WELCOME EVERYONE TO THE BOARD MEETING. HAVE SOME NEW BOARD MEMBERS AND SOME GUESTS.
 - ANN KAUFMAN IS THE NEW PRESIDENT OF JCCA
 - BILL SCHATTEN OF ATLANTA JOINS OUR BOARD
 - WE HAVE SEVERAL GUESTS: WILL ONLY MENTION THE GUESTS WHO ARE WITH US FOR THE FIRST TIME:
 - JIM JOSEPH OF MIAMI FLORIDA WHO HAS BEEN A MAJOR SUPPORTER OF JEWISH EDUCATION THROUGH THE JIM JOSEPH FOUNDATION.
 - DR. ROBERT ABRAMSON IS THE DIRECTOR OF EDUCATION OF THE UNITED SYNAGOGUE FOR CONSERVATIVE JUDAISM
 - JANE GELLMAN IS A CO-CHAIR OF THE LEAD COMMUNITY PROJECT IN MILWAUKEE. IN THAT CONTEXT MAY WANT TO RECOGNIZE DANIEL BADER AND THE HELEN BADER FOUNDATION WHICH HAS JUST MADE A MAJOR FIVE-YEAR GRANT TO THE MILWAUKEE LEAD COMMUNITY PROJECT. THIS IS A FINE EXAMPLE OF HOW THE CIJE PROCESS CAN RESULT IN MAJOR NEW SUPPORT AT THE COMMUNITY LEVEL.
 - DAVID SARNAT IS THE EXECUTIVE DIRECTOR OF THE ATLANTA JEWISH FEDERATION
 - DR. RUTH COHEN IS THE DIRECTOR OF THE MILWAUKEE LEAD COMMUNITY PROJECT.

TODAY'S MEETING IN CONTEXT:

THIS BOARD MEETING TAKES PLACE WITHIN A SLIGHTLY DIFFERENT FORMAT. LAST NIGHT WE BEGAN OUR BOARD MEETING WITH A SEMINAR. WE HEARD A STIMULATING AND THOUGHT PROVOKING DISCUSSION FROM DR TERRENCE DEAL OF VANDERBILT UNIVERSITY.

DR. DEAL IS AN AUTHORITY ON ISSUES OF EDUCATIONAL LEADERSHIP AND HE HELPED US CREATE A FRAMEWORK FOR THINKING ABOUT LEADERSHIP WHICH OUR BOARD MEMBERS THEN TRANSLATED INTO OUR OWN JEWISH CONTEXT.

LEADERSHIP IN EDUCATION HAS ALWAYS BEEN A MAJOR FOCUS FOR OUR APPROACH TO BUILDING THE PROFESSION OF JEWISH EDUCATION.

OUR BOARD MEETING TODAY CONTINUES WITH THE THEME OF PERSONNEL FOR JEWISH EDUCATION.

AFTER ALAN HOFFMANN GIVES US AN UPDATE ON CIJE ACTIVITIES THIS YEAR, PROFESSORS ADAM GAMORAN AND ELLEN GOLDRING WILL SHARE WITH US THE FIRST RESULTS OF THE MAJOR PERSONNEL STUDY CONDUCTED BY THE CIJE IN OUR THREE LABORATORY COMMUNITIES. I BELIEVE THAT THIS REPORT HAS MAJOR IMPLICATIONS FOR ALL OF NORTH AMERICAN JEWRY.

WE HAVE ALSO STRUCTURED OUR BOARD MEETING SO THAT EACH COMMITTEE WILL THEN HAVE AN OPPORTUNITY TO REFLECT ON THE FINDINGS OF THIS REPORT THROUGH ITS OWN LENS.

LUNCH WILL BE AT 12.00 AND WE WILL RESUME FOR COMMITTEE MEETINGS AT 1.00 P.M. SHARP AS WE HAVE TO VACATE THIS ROOM AT 3.00 P.M.

PLEASE MAKE A NOTE THAT OUR NEXT BOARD MEETING WILL BE ON APRIL 26 AND 27, 1995 AND THE FOLLOWING ONE ON NOVEMBER 1 AND 2, 1995

INTRODUCE ALAN.

10.15 - 10.45: CIJE UPDATE - ALAN HOFFMANN

ADH WILL LEAVE SOME TIME FOR QUESTIONS.

10.45 - 12.00: PROF. ADAM GAMORAN

MLM: BEFORE ONE CAN PLAN FOR BUILDING THE PROFESSION, WE HAVE TO KNOW MORE ABOUT THE PROFESSION OF JEWISH EDUCATION. ONE OF THE MORE EXCITING ASPECTS OF CIJE'S WORK HAS BEEN OUR MONITORING, EVALUATION AND FEEDBACK PROJECT FOR WHICH **DAVID HIRSCHHORN** HAS PROVIDED BOTH DIRECTION AND SUPPORT.

THE PROJECT IS DIRECTED BY TWO OUTSTANDING ACADEMICS, NEITHER OF WHOM WERE WORKING INTENSIVELY IN JEWISH EDUCATIONAL RESEARCH ONLY A COUPLE OF YEARS AGO. FINDING ADAM GAMORAN AT THE UNIVERSITY OF WISCONSIN AND ELLEN GOLDRING AT VANDERBILT UNIVERSITY'S SCHOOL OF EDUCATION HAS BEEN A NET GAIN NOT ONLY FOR CIJE BUT ALSO FOR THE FIELD OF JEWISH EDUCATION. ADAM IS A SOCIOLOGIST WHO SPECIALIZES IN EDUCATION AND ELLEN'S FIELD IS EDUCATIONAL LEADERSHIP. BRINGING THEM ON TO OUR TEAM IS A MODEL FOR BUILDING THE PROFESSION.

ONE ASPECT OF THAT PROJECT HAS BEEN THE SYSTEMATIC STUDY OF JEWISH EDUCATORS IN OUR COMMUNITIES. THE FRUITS OF THIS RESEARCH WHICH NOW CAN BE GENERALIZED TO ALMOST ALL OF OUR NORTH AMERICAN COMMUNITIES, HAS MAJOR POLICY IMPLICATIONS.

TODAY WE ARE ONLY GOING TO HEAR SOME NUGGETS FROM A MAJOR REPORT THAT WILL BE ISSUED IN THE COMING YEAR.

CALL ON ADAM GAMORAN.

THEN TAKE QUESTIONS AND DISCUSSION.

NOTE: END BY ANNOUNCING LUNCH IN BALLROOM A
AND COMMITTEE ROOMS FOR 1.00 P.M:
BUILDING THE PROFESSION: ROSENWALD ROOM
CHAIR: MLM
CONTENT AND PROGRAM: WEILER ROOM
CHAIR: JOHN COLEMAN
COMMUNITY MOBILIZATION: ROOM E
CHAIR: CHUCK RATNER
RESEARCH AND EVALUATION: ROOM F
CHAIR: ESTHER LEAH RITZ

WE WILL ALSO PUT THIS UP ON A BOARD IN THE LUNCH ROOM.

WE WILL RETURN TO BALLROOM B AND C FOR CLOSING PLENARY.

EACH COMMITTEE IS ASKED TO APPOINT A RECORDER WHO WILL REPORT ON THE COMMITTEE'S DELIBERATIONS TO THE PLENARY

COMMITTEES SHOULD END AT 2.15

2.20 - 3.00: CONCLUDING PLENARY

THE TOPIC OF PERSONNEL IS SO URGENT AND CENTRAL THAT A SPECIAL G.A. SESSION WILL BE DEVOTED TO THE TOPIC. THE SESSION WILL TAKE PLACE IN DENVER ON THURSDAY AFTERNOON AND WE HAVE INVITED THE ISRAEL MINISTER OF EDUCATION TO SPEAK ON HOW ISRAEL CAN BECOME A CENTRAL RESOURCE FOR TRAINING OF SENIOR EDUCATORS FOR THE DIASPORA. WE HAVE ALSO INVITED RICHARD RILEY TO DISCUSS THE ISSUES FACING TRAINING OF EDUCATORS IN THIS SOCIETY. ADAM AND ELLEN WILL ALSO ADDRESS THIS SESSION.

CALL ON REPORTERS FROM EACH COMMITTEE (ADH WILL GET YOU THE NAMES)

CALL ON NESSA RAPOPORT TO GIVE DVAR TORAH

REMINDE EVERYONE THAT NEXT BOARD MEETING IS ON APRIL 26 AND 27.

Tab C

Behind this tab goes 1 set of committee materials.

Make the following number of sets:

• Building the Profession - 7 (17)

• Content + Program - 17 (24)

(Depends on if Jon Woocher is here or on Community Mobilization - Ask ADH)

• Community Mobilization - 12 (19)

(Same note as above)

• Research + Evaluation - 8 (17)

(Since you're doing 50 books, you might as well do 1 extra for each committee.)

I'm attaching agendas, already copied, because I know it's a hassle for you to do the large copies.)

MEMORANDUM

TO: Members of the CIJE Board Committee On Building the Profession

FROM: Morton L. Mandel, Chair

RE: Committee Meeting of October 6, 1994

DATE: September 26, 1994

As you know, the board meeting on October 6th will concentrate on the outcomes of the research on personnel in Jewish education conducted by CIJE staff consultants, Drs. Adam Gamoran and Ellen Goldring.

This study has significant policy implications for Jewish education throughout North America, and for our committee in particular. After the presentation, each of the CIJE board committees will have the opportunity, in a separate meeting, to discuss the importance of these findings for its particular area.

In our committee, we will discuss the implications of the personnel report for on-going professional development of educators in the field. We will hear responses to the issues and findings raised in the report from representatives of two of the national denominations. Dr. Bob Abramson, director of the department of education of the United Synagogue of America, and Rabbi Robert Hirt, vice president for administration and professional education, Yeshiva University. We will then have an opportunity to discuss the challenges to developing a comprehensive approach to issues of ongoing professional development.

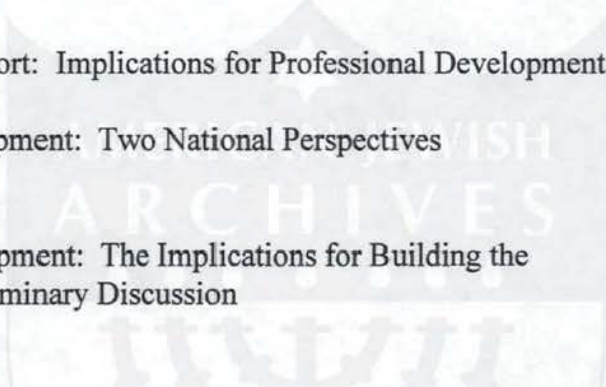
October 6th promises to be a most stimulating day. I look forward to seeing you at the meeting. Warmest wishes for a Happy New Year.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board Committee On Building the Profession

October 6, 1994

AGENDA

- 
- I. Introduction Morton Mandel
- CIJE Personnel Report: Implications for Professional Development
- II. Professional Development: Two National Perspectives Robert Abramson
Robert Hirt
- III. Professional Development: The Implications for Building the Profession - A Preliminary Discussion Gail Dorph
- IV. Next Steps Morton Mandel

MEMORANDUM

TO: Members of the CIJE Board Committee On Content and Program

FROM: John C. Colman, Committee Chair

RE: Committee Meeting of October 6, 1994

DATE: September 26, 1994

As indicated in the recent letter from Mort Mandel, the CIJE Board meeting on October 6th will concentrate on the research findings on *personnel in Jewish education* as conducted by CIJE staff consultants, Professors Adam Gamoran and Ellen Goldring.

Following their presentation, the four committees of the Board will hold separate meetings, as we did last spring. This research report has major implications for Jewish education throughout North America and, therefore, each of the CIJE Board committees will have the opportunity to discuss the significance of these findings for its particular domain.

In our meeting following this main presentation, we will wish to consider what are the implications of these reported findings on the conduct of the *Best Practices Project* and the *Goals Project*. Conversely, what can CIJE draw from these two projects that might assist in the vital work of upgrading the quality and quantity of professionals in Jewish education?

You will note from the brief *Agenda* enclosed that Professor Daniel Pekarsky will start our meeting with a discussion of the Goals Seminar that CIJE conducted this summer in Jerusalem. The Seminar provided an exciting example of the capacity of CIJE to translate high-quality academic work into major forces for change among lay and professional leaders in Jewish education.

In our discussion we will want to consider a number of issues that are related to the presentation on personnel. These questions might include:

- In what ways does the initiative on Goals require appropriate personnel for implementation?
- How can such leaders be found or developed?
- How can a model for training "coaches" for Goals initiatives be created?
- How can the Best Practices Project serve as a resource for personnel development?
- In what ways is any "best practice" institution dependant on personnel and how can we deal with that issue?

In the materials enclosed with this mailing, please note in particular for the meeting of our committee a report from Professor Pekarsky on the Goals Project and two articles by Professor Barry Holtz related to the Best Practices Project. We invite you to come armed with questions for each of them on the progress of these important segments of CIJE's work.


We believe that this will be a stimulating day and I look forward to seeing you at the meeting. Warmest wishes for a Happy New Year.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board Committee On Content and Program

October 6, 1994

AGENDA

- 
- I. Introduction John Colman
- II. The Goals Project: Daniel Pekarsky
- A. The Goals Seminar in Israel
 - B. Implications for Personnel
- III. The Best Practices Project: Barry Holtz
- A. Status Report
 - B. Implications for Personnel
- IV. Next Meeting John Colman
- A. Date: Next CIJE Board is scheduled for April 27, 1994
 - B. Scope

MEMORANDUM

TO: Members of the CIJE Board Committee On Community Mobilization

FROM: Chuck Ratner, Committee Chair

RE: Committee Meeting of October 6, 1994

DATE: September 26, 1994

As you know, the board meeting on October 6th will concentrate on the outcomes of the research on personnel in Jewish education conducted by CIJE staff consultants, Drs. Gamoran and Goldring.

This study has significant policy implications for Jewish education throughout North America. After the presentation, each of the CIJE board committees will have the opportunity, in a separate meeting, to discuss the importance of these findings for its particular area.

In our committee, we will examine the ways in which this striking data can rally community support toward building the profession of Jewish education. Identifying our key constituents, both within local communities and nationally, we will look at strategies that could engage them most effectively. I hope we will also be able to talk about some initial ideas for telling the CIJE story to the broader public.

CIJE is especially fortunate that Nessa Rapoport has recently joined our professional staff and will be staffing our committee. As you can see from the enclosed bio, Nessa brings to this central aspect of our mission a great deal of experience in writing, public speaking, and the communication of ideas to a wide range of general and Jewish audiences.

October 6th promises to be a most stimulating day. I look forward to seeing you at the meeting. Warmest wishes for a Happy New Year.

Nessa Rapoport was born in Toronto, Canada. She graduated from the University of Toronto and the University of London, England in 1974, and did doctoral work in English literature at the City University Graduate Center in New York.

In 1978 she joined Bantam Books where, from 1980 to 1990, she was a senior editor. Editing both fiction and non-fiction, she specialized in autobiography. Among the national bestsellers she edited were Keeping Faith: Memoirs of a President, by Jimmy Carter; Iacocca: An Autobiography, by Lee Iacocca, which became the bestselling book of the 1980s; and Ferraro: My Story, by Geraldine A. Ferraro. She has also taught at several university writers' programs and publishing workshops, including Radcliffe, Dartmouth, and UCLA-Irvine.

Her first novel, Preparing for Sabbath, was published by William Morrow & Co. in 1981, reprinted by Bantam Books in 1982, and reissued by Biblio Press in 1988, with an introduction by Rosellen Brown.

With Ted Solotaroff, she edited Writing Our Way Home: Contemporary Stories by American Jewish Writers (Schocken Books, 1992). She also co-wrote the screenplay for Saying Kaddish, a one-hour network drama, starring Tovah Feldshuh and Phyllis Newman, that aired nationally on ABC in March 1991 and was re-broadcast in prime time on PBS in 1993 and 1994.

Nessa Rapoport's next work, A Woman's Book of Grieving, was published by William Morrow & Co. in May 1994.

A winner of the Chateleine Fiction Competition in Canada, Rapoport has published several short stories, including the title story of the anthology of American-Jewish women's writing, The Woman Who Lost Her Names (Harper & Row, 1980), which is included in Writing Our Way Home. Her essays and reviews have appeared in a variety of magazines and newspapers, most recently New York Woman and The New York Times.

She is a frequent speaker on topics of Jewish culture and imagination.

From 1991 to 1994, she was Associate Director of Communications at The Jewish Theological Seminary of America. She is also a founder and board member of The Jewish Healing Center, a national service, education and resource organization whose mission is to meet the spiritual needs of Jews living with illness, in conjunction with normative medical care.

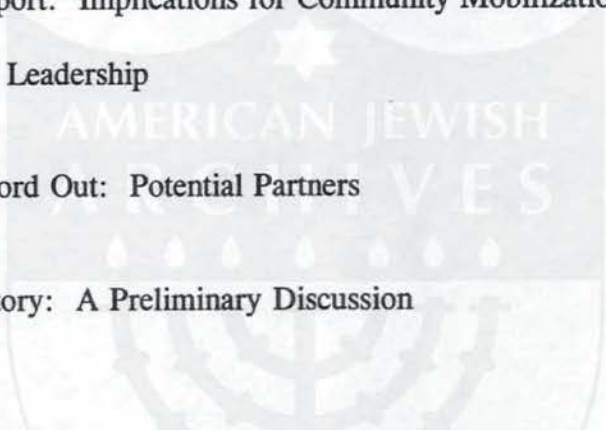
In the fall of 1994, she joined the Council for Initiatives in Jewish Education (CIJE) as Leadership Development Officer.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board Committee On Community Mobilization

October 6, 1994

AGENDA

- 
- I. Introduction Chuck Ratner
- II. CIJE Personnel Report: Implications for Community Mobilization
- A. Engaging Key Leadership Steve Hoffman/
Nessa Rapoport
- B. Getting the Word Out: Potential Partners Alan Hoffmann
- III. Telling the CIJE Story: A Preliminary Discussion
- IV. Next Steps Chuck Ratner

MEMORANDUM

TO: Members of the CIJE Board Committee On Research and Evaluation

FROM: Esther Leah Ritz, Committee Chair

RE: Committee Meeting of October 6, 1994

DATE: September 26, 1994

The letter describing the upcoming CIJE Board meeting on October 6th, which you received recently, noted that the research on the personnel of Jewish education conducted by CIJE staff consultants, Professors Adam Gamoran and Ellen Goldring, will form the centerpiece of the morning program of the Board meeting.

Following their presentation, the four committees of the Board will hold separate meetings, as we did last spring. This research report has major implications for Jewish education throughout North America and therefore each of the CIJE Board committees will have the opportunity to discuss the significance of these findings for its particular domain.

We are fortunate to have the opportunity to discuss the presentation in more detail with Professors Gamoran and Goldring during our committee meeting. They will be making a formal presentation of their findings at the CJF General Assembly in November.

In our committee we will address the importance of the research report in light of the two main areas of our concern, developing a research capacity for Jewish education in North America, and promoting self-evaluation of Jewish educational programs in local communities. Enclosed is a summary of our last meeting which highlights these two main issues.

We believe that this will be a stimulating day and I look forward to seeing you at the meeting. Warmest wishes for a Happy New Year.

Summary of Board Subcommittee Meeting on Research & Evaluation
(April 21, 1994)

The meeting was divided into three main segments:

- 1) The first part of the meeting was devoted to reviewing the purpose of the subcommittee and discussing the activities the committee may want to consider over time.

The Committee on Research and Evaluation is charged with developing strategies for creating a capacity for research on Jewish education in North America. At present, very little knowledge is being gathered and disseminated that can help Jewish educators improve. There is no real infrastructure for Jewish educational research; there are only a few professors of Jewish education, and they have many other responsibilities besides research.

Another mission of the Committee is to foster self-evaluation of Jewish educational programs throughout North America. Related to the near-absence of research, programs and institutions in Jewish education rarely assess their own programs to monitor performance or gauge success. A goal of CIJE is to encourage evaluation-minded communities; that is, communities that examine their own programs as a step towards self-improvement.

The possible activities that the subcommittee considered are:

- (1) What is the most appropriate mechanisms to translate evidence gathered in Lead Communities into usable knowledge for the rest of North American Jewry? What are the appropriate mechanisms for reaching out to the wider Jewish community in North America? What should be the relative priorities within CIJE of data-gathering and report-writing for the purpose of stimulating action within the Lead Communities, as compared with the broader goal of disseminating information throughout north America?

- (2) CIJE has a small internal research capacity, but the ultimate goal is to stimulate research on a broad scale, involving many partners including universities, foundations, agencies, and individual scholars. How can CIJE move towards the broader agenda?

- (3) How can CIJE encourage communities other than the Lead Communities to become more reflective? What activities or programs might stimulate and support self-evaluation in Jewish education?

- 2) In the second part of the meeting the subcommittee addressed questions to Barry Kosmin. Many of the issues raised by Barry are germane to the work of the subcommittee.

Specific issues for further consideration include:

- (1) How can we best coordinate the research efforts in the North American Jewish community. Should we standardize the instruments various groups are using? Should we coordinate the questions different groups are asking? What is our role within the larger research community, such as JESNA?
 - (2) Is there a need for a major longitudinal study in Jewish education?
 - (3) What is the place of students and parents in the research agenda of CIJE?
- 3) The third part of the meeting was devoted to clarifying the goals of the subcommittee and reviewing the Monitoring, Evaluation and Feedback Project to date.

Additional areas identified for committee discussion include:

- (1) Communities need help about how to energize their constituencies to raise support for putting research and evaluation in their budgets. In addition, communities need help in setting goals so that they can then turn to the question of evaluation.
- 2) Further discussion is needed about the model presently being used by the MEF team for the study of educators. Is this a good model in terms of working with local communities?
- (3) What can CIJE do to prepare research and evaluation materials for use in Jewish communities in North America? Should workbooks and modules be developed that can highlight the important benefits of the evaluation-minded community?

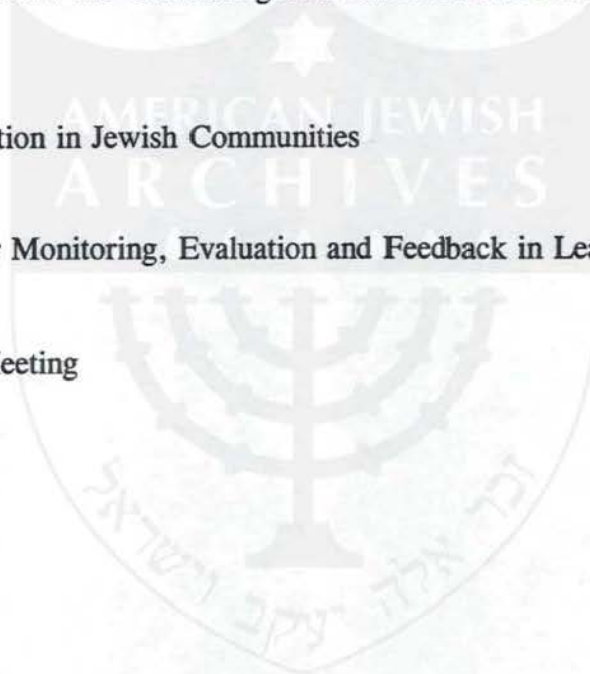
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board Committee On Research and Evaluation

October 6, 1994

AGENDA

- I. Introduction
- II. The Research Brief for the GA: Background and Professional Training of Teachers in Jewish Schools
- III. Promoting Evaluation in Jewish Communities
- IV. 1995 Projects for Monitoring, Evaluation and Feedback in Lead Communities
- V. Focus of Next Meeting



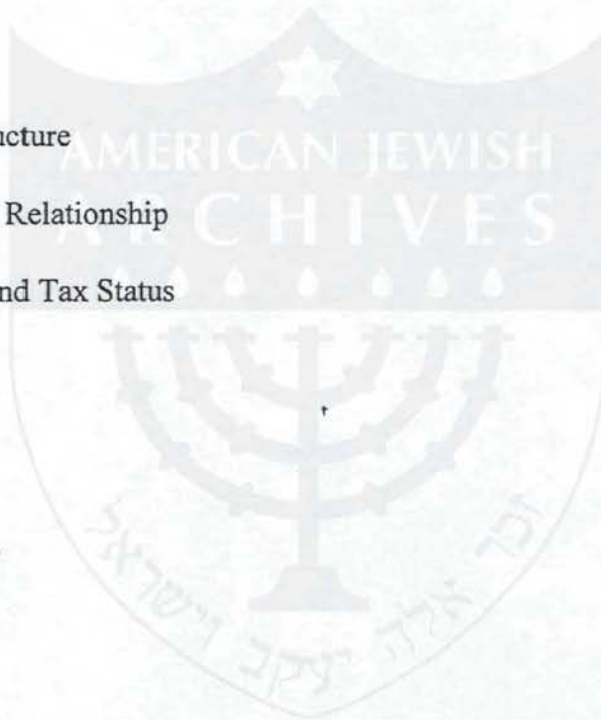
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

EXECUTIVE COMMITTEE

OCTOBER 5, 1994

AGENDA

- | | |
|--------------------------------------|-----------------|
| I. Introduction | Morton Mandel |
| II. Staff | Alan Hoffmann |
| III. CIJE Committee Structure | Morton Mandel |
| IV. CJF - JESNA - CIJE Relationship | Stephen Hoffman |
| V. CIJE Incorporation and Tax Status | Richard Shatten |



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

Wednesday, October, 5, 1994 - 10:00 A.M. - 4:00 P.M.

CIJE - New York Office

AGENDA

	<u>Tab</u>	<u>Assignment</u>
I. Welcome and Introductory Remarks		Morton L. Mandel
II. The Integrated Personnel Report: Implications for North America		Adam Gamoran Ellen Goldring
11:30 III. Mini Committees Meet	8	
Lunch		
IV. Discussion of GA		Alan D. Hoffmann
V. Review of Board Meeting	8	Morton L. Mandel

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

EVENING SEMINAR
WEDNESDAY, OCTOBER 5, 1994, 7:45 PM

EXPECTED ATTENDANCE:

Daniel Bader
David Behrman
Mandell (Bill) Berman
Chaim Botwinick
Zuvulun Charlop
Mitch Cohen
Ruth Cohen
John Colman
Maurice Corson
Aryeh Davidson
Terrence Deal
Gail Dorph
Shelly Dorph
Andrea Dubroff
Sylvia Ettenberg
Adam Gamoran
Peter Geffen
Jane Gellman
Judith Ginsberg
Billie Gold
Ellen Goldring
Brian Greene
Charles Halperin
Thomas (Tim) Hausdorff
David Hirschhorn
Stephen Hoffman
Alan Hoffmann
Barry Holtz
Bethamie Horowitz
Carol Ingall
Jim Joseph
Ann Kaufman
Shira Leibowitz
Virginia Levi
Norman Lipoff
Cheryl Magen
Morton Mandel
David Mann
Matthew Maryles
Robin Mencher

Michael Paley
Daniel Pekarsky
Ron Polster
Nessa Rapoport
Eduardo Rauch
Isabelle Rauch
Charles Ratner
Ilana Horowitz Ratner
Joseph Reimer
Paul Resnick
Esther Leah Ritz
Joan Rosenbaum
Seymour Rossel
Arthur Rotman
David Sarnat
William Schatten
Carl Scheingold
Alvin Schiff
Richard Shatten
Richard Siegel
David Soloff
Louise Stein
Loren Sykes
Rachel Tessler
Jonathan Woocher
Bennett Yanowitz

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

1994 BOARD OF DIRECTORS

David Arnow	Mark Lainer *
Daniel Bader	Norman Lamm
Mandell Berman *	Marvin Lender
Charles Bronfman *	Norman Lipoff
John Colman *	Seymour Martin Lipset
Maurice Corson	Morton L. Mandel *
Susan Crown	Matthew Maryles *
Jay Davis	Florence Melton
Irwin Field	Melvin Merians *
Max M. Fisher	Lester Pollack *
Billie Gold *	Charles Ratner *
Charles H. Goodman	Esther Leah Ritz *
Alfred Gottschalk	William Schatten
Neil Greenbaum	Richard Scheuer
Thomas Hausdorff	Ismar Schorsch
David Hirschhorn *	David Teutsch
Ann Kaufman *	Isadore Twersky
Gershon Kekst	Maynard Wishner *
Henry Koschitzky	Bennett Yanowitz

* Executive Committee Member

8/29/94

CIJE COMMITTEE ASSIGNMENTS
As of 9/22/94

Building the Profession Committee

Morton Mandel, Chair
Gail Dorph, Staff
Steve Chervin
Max Fisher
Joshua Fishman
Charles Goodman
Alfred Gottschalk
Robert Hirt
Gershon Kekst
Norman Lamm
Norman Lipoff
Richard Meyer
Ismar Schorsch
Louise Stein
Maynard Wishner

Content & Program Committee

John Colman, Chair
Barry Holtz, Staff
Daniel Pekarsky, Staff
Daniel Bader
Mandell Berman
Chaim Botwinick
Maurice Corson
Alan Finkelstein
Thomas (Tim) Hausdorff
Henry Koschitzky
Florence Melton
David Sarnat
William Schatten
Richard Scheuer
David Teutsch
Isadore Twersky
Ilene Vogelstein
Jonathan Woocher

Community Mobilization Committee

Charles Ratner, Chair
Alan Hoffmann, Staff
Steve Hoffman, Staff
Nessa Rapoport, Staff
Charles Bronfman
Jay Davis
Darrell Friedman
Jane Gellman
Billie Gold
Neil Greenbaum
Ann Kaufman
Martin Kraar
Marvin Lender
Matthew Maryles
Melvin Merians
Lester Pollack
Arthur Rotman

Research & Evaluation Committee

Esther Leah Ritz, Chair
Adam Gamoran, Staff
Ellen Goldring, Staff
David Arnow
Ruth Cohen
Susan Crown
Genine Fidler
Irwin Field
David Hirschhorn
Mark Lainer
Seymour Martin Lipset
Richard Shatten
Bennett Yanowitz

- ASSIGNMENTS
- ACTIVE PROJECTS
- RAW MATERIAL
- FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE	ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	10/5/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNMT STARTED	DUE DATE
1.	Work with committees on identifying vice-chairs.		ADH	8/24/94	1/15/95
2.	Draft a statement outlining CIJE's thinking on the role of community vision in encouraging individual institutions to be driven by vision.		DP	4/20/94	2/14/95
3.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
4.	Redraft total vision for review by Steering Committee		BWH	4/20/94	TBD

