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December 3rd, 1997

Board Meeting

Agenda

Chairman's Council

Master Schedule Control

Minutes

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
BOARD OF DIRECTORS**

AGENDA

Wednesday, December 3, 1997

9:30 am - 4:00 pm

New York

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MASTER SCHEDULE CONTROL

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 10/6/97

[illegible]

CONFIDENTIAL

MINUTES:

CIJE BOARD OF DIRECTORS MEETING

DATE OF MEETING:

October 9, 1997

DATE MINUTES ISSUED:

November 18, 1997

PARTICIPANTS:

Lester Pollack (chair), Karen Barth, John Colman, Gail Dorph, Adam Gamoran, Ellen Goldring, Nellie Harris, Cippi Harte, Lee Hendler, Stephen Hoffman, Stanley Horowitz, Karen Jacobson (sec'y), Morton L. Mandel, Daniel Pekarsky, Nessa Rapoport, Charles Ratner, Esther Leah Ritz

COPY TO:

Daniel Bader, Seymour Fox, Annette Hochstein, Alan Hoffmann, Barry Holtz, Elie Holzer, Susan Stodolsky, Henry Zucker

I. Master Schedule Control

The meeting of the CIJE Board of Directors was convened at 9:30 am with Lester Pollack as Chair. The new governance structure was briefly reviewed and the Board was invited to suggest additions to the Board. It was recommended that Phillip Margolius be invited to join.

The agenda and Master Schedule Control were reviewed. The April meeting has been rescheduled for March 19. The Steering Committee and Board meetings on December 3rd and 4th respectively will be a one-day Board meeting on December 3.

II. Minutes

The minutes of the August 7 Steering Committee meeting and special Board of Directors meeting were reviewed corrected and accepted.

III. Leadership Forum

The progress of the Forum was reviewed. The initial response has been enthusiastic and the planning work has begun. CJF and JESNA expressed interest in working together in the planning stages of this venture. The working name of the conference was changed from the Biennial to the Leadership Forum. A model for conference management and design will be developed by a planning committee with the guiding expertise of the Board and through a series of small meetings with lay and professional leaders.

The list of questions for discussion was presented and ideas discussed (see attached notes). Individual meetings with each Board member will serve as the next stage of the discussion on these questions. A chair and a planning team will be selected.

IV. 1998 Workplan

The revised 1998 Workplan proposal was presented. Using a systems model, Core is now the focal point of the Workplan, located at the center of the model. The revised initiatives, which will continue to develop over the next five years, surround Core: Jewish Educational Leadership (JEWEL), Consulting Firm Without Walls (CFWW), and Field Sites. The fifth area of the Workplan is Core Administration.

The major and minor projects comprising each of the initiatives were presented. The projects were divided into these two categories based on staff time and expense allocation. A discussion of specific projects followed. The Synagogue Change Research Project, in Core, begins as a research project, then it will take ideas developed and lessons learned from TEI and the research, and test them in field sites. Similarly, Vision Cases, which have grown out of the Goals Project, will serve as a vehicle for developing cases for use in other areas of our work. The Indicators Project will enable us to gauge the impact of all our programs in the Jewish community.

JEWEL Planning is one of the most important initiatives at this time. The project will consider the question of what it means to lead Jewishly and will affect many of our program areas, including the Leadership Forum.

In the Consulting Firm Without Walls, our work has led to consultations with a number of rabbinical schools as a corollary to our other work. A conference in rabbinic education is also being planned. Additionally, the Professors group will continue to grow. Currently, two-thirds of the group are already involved in CIJE's work. We will also begin to involve business and academic consultants in this way.

Early Childhood Planning which will begin as a minor project in Core will become a major project in Field Sites over the next few years.

Core Administration includes administrative programs such as the Chairman's Council, Fundraising, which will be a key focus during the next year, and Staff Development.

Current staffing and projected 1998 staffing profile were reviewed. Susan Stodolsky has joined our group as a consultant, working with Ellen Goldring and Adam Gamoran on the evaluations built into each project. CIJE will bring in an evaluator/researcher to assist in implementing this evaluation process. Ramifications for moving to a team-based structure as well as the control and management of a project-based organization model were discussed. One control mechanism suggested was to hold a serious mid-year review of the workplan and budget.

The 1998 budget will be presented at the next meeting, along with a discussion of possibly changing the fiscal year to July-July in alignment with the academic year. The workplan schedule will be adjusted accordingly.

V. Alverno College

Esther Leah Ritz introduced Sister Joel Read, the President of Alverno College in Milwaukee. Sister Joel Read discussed her experience leading a vision-driven organizational change process in an educational institution. Despite the difference in traditions, the basic principles of the Alverno College change process are shared by CIJE. The three principles used at Alverno College for creating transformational change were the centrality of vision, the importance of process and the role of leadership. Additionally, she described their curriculum, which seeks to create a learning community, focuses on training leaders, uses case studies for learning, and uses assessment as a crucial part of the learning process.

VI. University of Wisconsin

Dan Pekarsky described the pioneering effort at the University of Wisconsin to develop a program for the training of Jewish educators. The program will utilize the resources of the University of Wisconsin's prestigious School of Education, ranked among the top five schools of education in the country, and its growing program in Judaic studies. The joint program between the School of Education and the Jewish studies department is a model for interdepartmental curriculum development, and would be the only program of its kind at a major public university. In addition to developing an interdisciplinary major, the program will serve as a center for research in education and Jewish education.

VII. Updates

A. JEWEL and the Harvard Leadership Institute

The fourth Harvard Leadership Institute, "Leading Jewishly: Exploring the Intersection of Jewish Sources and the Practice of Educational Leadership," will take place December 7-10. In addition to previous attendees, principals in the communities with TEI teams were invited.

B. Staff Training

With the addition of new professional and support staff members, a staff training session was scheduled to learn more about TEI using the newest video developed as the basis for the discussion.

C. Annual Report

The draft of the 'expanded CIJE brochure' was reviewed and evaluated. The text and photographs in the report will be finalized and the report will be published in the coming months.

D. Chairman's Council

The first breakfast meeting of the Chairman's Council is being planned. The

members of the Council to date are: Bill Berman, David Hirschhorn, Michael Jesselson, Gershon Kekst, Mark Lainer, Matthew Maryles, Ezra Merkin, Richard Scheuer, Bennett Yanowitz.

E. General Assembly

Karen Barth, Nessa Rapoport and Cippi Harte will attend the GA in Indianapolis, which will take place from November 14-19.

F. Rabbinical Schools

We are currently involved in three rabbinical school consultations:

- 1) **HUC** is rethinking the use of its Jerusalem campus and the use and distribution of funds from the UJA.
- 2) **University of Judaism** has met for one session with CIJE staff and consultants.
- 3) **Jewish Theological Seminary** has just begun the process of creating a strategic plan for its rabbinical training program.

The Chair wished the Board a *shana tova* and an easy fast. The meeting was adjourned at 3:00 pm.



CONFIDENTIAL

MINUTES:	CIJE BOARD OF DIRECTORS MEETING
DATE OF MEETING:	December 3, 1997
DATE MINUTES ISSUED:	January 15, 1997
PARTICIPANTS:	Lester Pollack (chair), Karen Barth, Gail Dorph, Adam Gamoran, Nellie Harris, Cippi Harte, Lee Hendler, Stephen Hoffman, Alan Hoffmann, Stanley Horowitz, Karen Jacobson (sec'y), Morton L. Mandel, Daniel Pekarsky, Nessa Rapoport, Charles Ratner, Esther Leah Ritz, Michael Rosenak, Barbara Schneider
COPY TO:	John Colman, Seymour Fox, Ellen Goldring, Annette Hochstein, Barry Holtz, Elie Holzer, Susan Stodolsky, Henry Zucker

I. Master Schedule Control

The meeting was convened at 9:30 am. Alan Hoffmann, Michael Rosenak and Barbara Schneider were welcomed to the meeting.

Mort Mandel spoke about his deep personal and professional relationship with Rabbi Twersky, who passed away in late October, noting Rabbi Twersky's contribution to the Jewish community. Rabbi Twersky was a member of the Commission on Jewish Education in North America and a shaping force for CIJE's work and vision. An excerpt from Rabbi Twersky's introduction to *A Time to Act* entitled "On the Goals of Jewish Education," was read in commemoration of his contribution to CIJE's work.

The agenda and the Master Schedule Control were reviewed.

II. Minutes

The minutes of the October 9 Board meeting were reviewed, corrected and accepted.

III. Indicators Project

Adam Gamoran introduced the main ideas that led to the CIJE Jewish Indicators Project.

He then introduced Barbara Schneider, a Senior Lecturer at the University of Chicago, a leader in American social sciences, and a specialist in the development of social indicators. She has played a leadership role in a number of the most important Federal data collection research

projects. Barbara Schneider, a member of the Professors Group, is an example of the program's success in engaging stellar, high profile academics and involving them in our work.

Barbara spoke about how indicators are used in other venues. Various models of indicators projects in education and the social sciences were presented. Indicators serve as benchmarks of performance. Because they are collected longitudinally, they reveal long-term trends and help to identify potential problem areas. The level of analysis can exist at the local, state or federal levels. The process of choosing appropriate indicators was discussed and a list of proposed CIJE indicators was explored.

Adam then presented the current thinking about a Jewish indicators project. The vision for the Jewish community in North America as developed in the strategic plan, could be used to create the standards. The corresponding indicators could then be selected. Through CIJE's previous work and thought, indicators for the characteristics of educators have been well developed. The indicators in other areas (e.g. Jewish identity and Jewish literacy) need to be created and new methodologies developed.

The following questions were discussed:

1. Should we develop indicators for Jewish education and/or for Jewish life?
2. Should we measure on the community level vs. national level or on an institutional basis?
3. How should the organization involve community participation?
4. Are these the right criteria for measurement?
5. Are these indicators important?
6. What is CIJE's optimal role: Making the case, developing methods or collecting data?

IV. Board Expansion

The restructuring of CIJE governance has been completed. The plan is to gradually build up the board to 10-15 members. Phillip Margolius has been ill, therefore his invitation to join the board has been postponed until he is fully recovered.

The ideal characteristics for board members were discussed. Senior lay people who will roll up their sleeves and work, getting involved through committees, are a high priority. Underrepresented groups on the list of potential invitees were noted. Time will be set aside at future Board meetings to review potential candidates. The Chair requested that Board members bring suggestions to future meetings.

Also discussed were approaches to recruiting, including the possibility of hiring a professional recruiter and developing a comprehensive list of invitees. A profile of the prospective board members will be created reflecting desired skills and qualities. The goal is to increase the board this year by 3-4 people. The challenges of creating and managing a small, yet representative board were discussed.

The Chairman's Council can serve as a complement to the Board involving a larger scope of people with differing views. The Chairman's Council will have its first meeting on February 3. The suggestion was raised to consider developing a West Coast Chairman's Council. This subject will be placed on the agenda of a future board meeting.

V. Updates

A. Workplan

Karen Barth reviewed the Strategic Plan initiatives, detailing where the current projects in the workplan fit into the strategic plan.

B. Synagogue Change Research Project and Rabbinic Education Conference Grants

CIJE has received funding from the Cummings Foundation for 2 projects: 1) the Synagogue Change Research Project and 2) the Rabbinic Education Conference.

The Synagogue Change Research project involves thinking about the synagogue as a total educational entity. CIJE is uniquely positioned to work in synagogue change because of our in-house experience and expertise. An initial meeting and consultation with researchers and leaders will be held on December 24th. The first major meeting will take place on January 5 in Chicago. An offer has been made to Dr. Lisa Malik, a researcher with a background in research on synagogue change, to head this project.

The Rabbinic Education Conference will bring together the senior leadership of rabbinical training institutions across denominations to examine the role of the rabbi as an educational leader. The conference is scheduled to take place in the fall of 1998. A number of institutions have already made a commitment to attend the conference and additional North American and international institutions are being invited to participate.

C. Lay Leadership Consultation

The focus of this project is on better understanding the challenges of mobilizing lay people in support of Jewish education. This is part of the planning process for the lay development initiative of JEWEL. An initial meeting with outside researchers and lay leaders is scheduled for Dec. 24 in the CIJE office.

D. Leadership Seminar at Harvard

"Leading Jewishly: Exploring the Intersection of Jewish Sources and the Practice of Educational Leadership" will take place December 7-10 at Harvard University. The 72 participants are from a range of communities and many participants are new to CIJE's programs.

E. JEWEL Planning Consultation

A JEWEL consultation meeting will be held on December 10 to further develop the

concept and implementation of JEWEL. Four key issues for discussion are: Leading Jewishly, professional leadership, lay leadership, and next steps.

F. General Assembly

Karen Barth, Cippi Harte and Nessa Rapoport attended the General Assembly in Indianapolis. They met with lay leaders and federation directors from around the country involved with Jewish Education. There was a very positive response to our work including the Evaluation Institute, the Leadership Forum and the Indicators Project.

VI. Leadership Forum

The work-to-date and objectives of the Forum were reviewed. The Forum could serve as either a vehicle for senior leaders to set policy and an agenda for future work or to create momentum for forming a community of lay leaders in Jewish education, or both.

A planning committee has been formed. Chuck Ratner is the Chair; committee members are: Lee Hendler, Esther Leah Ritz and John Colman. The first meeting of the planning committee will take place December 3 (directly following the board meeting).

Information and ideas have been culled from the October board meeting, staff team discussions, individual conversations with CIJE Board members and meetings at the GA with lay leaders and federation executives. The list of the people who have been consulted on the forum and material on the issues for discussion were distributed. In addition to the formation of the committee, work-to-date includes: an initial meeting has been scheduled; a preliminary and expanded time line has been developed; materials have been collected from graphic designers; and research is underway on potential locations. Recruitment efforts, the target population of invitees, a team vs. individual leaders approach, and ideal numbers were discussed.

Communities of Learning: A Vision for the Jewish Future, a volume recently published by The Rhea Hirsch School of Education at Hebrew Union College, was distributed to the Board. Included in this publication is an essay by Mort Mandel.

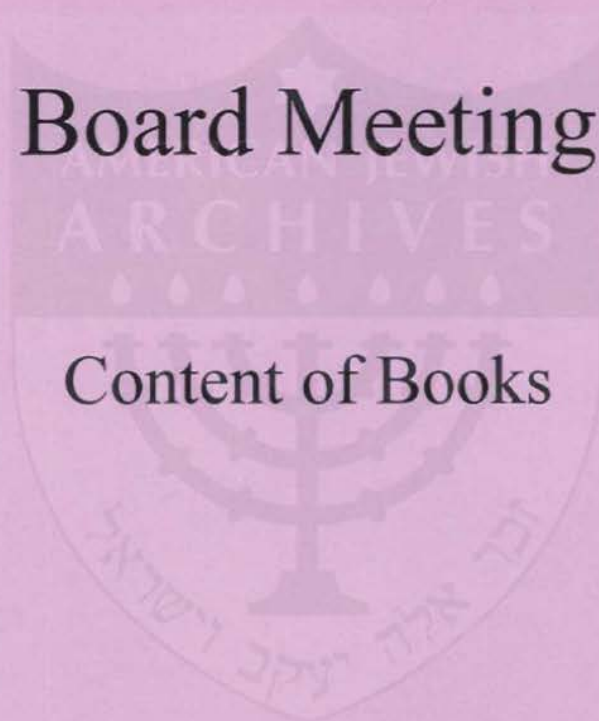
The meeting was adjourned at 3:00 pm.

December 3rd, 1997

Board Meeting

AMERICAN JEWISH
ARCHIVES

Content of Books



THE JEWISH INDICATORS PROJECT: GOALS, RATIONALE, AND PROPOSED INDICATORS

OBJECTIVE

The last decade has seen a flurry of activity by communities and institutions which has been loosely described under the rubric of "continuity." New programs, new approaches, and new institutions have been created, sponsored by Federations, foundations, and private givers. Some of these new endeavors are part of carefully planned strategies at the communal level; others are grassroots initiatives; still others come from the intersection of planning and grassroots activity. Fueled by findings of the 1990 National Jewish Population Survey, continuity efforts have taken on a sense of urgency even as they proceed without much coherence at the communal let alone the continental level.

How will we know if progress is occurring? In other fields, such as business, education, and medicine, widely accepted indicators are used to measure and track success. In the Jewish world, attention has thus far focused mainly on a single indicator -- the intermarriage rate -- which suggests that Jewish continuity, measured only in numbers, is on the decline. Demographic continuity, however, is at best a limited index of Jewish communal well-being. As CIJE has proceeded with its strategic planning, a richer and more elaborate vision of a thriving Jewish community has emerged, and we propose to use this vision as the basis for developing indicators that address the quality as well as the quantity of Jewish life. We believe that such indicators offer the potential for a more meaningful assessment of efforts to improve Jewish life. It is our hope that the methodology we develop would be adopted by enough communities to make possible useful comparisons between communities, and to give a sense of national or continent-wide trends over time. If this project is successful, it will be an invaluable tool for assessing progress towards realizing CIJE's strategic plan.

CONCEPT

To measure the success of attempts to revitalize Jewish life, it is necessary to first define the key characteristics of a thriving Jewish community. It is useful to focus on a small number of truly essential goals rather than to try to include all of the things that might be important. Keeping this in mind, we have created a working definition of a thriving Jewish community. Our vision is of a community characterized by:

- Centrality of Jewish learning
- Strong Jewish identity and values that permeate most aspects of Jewish life
- A high level of involvement in Jewish life and Jewish institutions
- Concern with social justice
- Strong leadership

Such a community, we believe, cannot exist without a strong system of Jewish education. Because of this conviction and because change in the system of education is a likely precursor of

broader changes in the fabric of Jewish life, our community vision also includes a system of Jewish education with:

- Educators who are richly prepared and committed to ongoing professional growth.
- Strong, informed community support for Jewish education.
- High-quality Jewish institutions driven by a guiding vision, providing life-long opportunities for learning, and offering Jewish content infused with meaning for those who participate.
- Rabbis who view teaching and learning as integral to their work.

The educational system in this long-term vision is not just an element of a thriving community. *It also represents our principal strategy for making progress towards the kind of community we envision.* This strategy is grounded in the assumption that the closer we can approximate our vision of an optimal educational system, the more we will come to resemble the thriving Jewish community we are dedicated to nurturing.

We are proposing to develop nine sets of indicators, building around the nine goals articulated in this working vision. The purpose of the Indicators Project is to assess our current standing and monitor progress towards these goals. Some of the data are available from existing sources collected on a regular basis. However, the majority of the data would have to be collected through community-level surveys of households and institutions.

PROPOSED INDICATORS: JEWISH LIFE

Goal 1: Centrality of Jewish learning

Rationale: It is our strongly held belief that Jewish learning, in its broadest definition, is the cornerstone of Jewish life. We are after all “the people of the book.” Learning for its own sake (“Torah L’sh’ma) is a core Jewish value, and the Talmud teaches us that “Talmud Torah k’neged kulam,” the study of Torah is equal to all other mitzvot because it leads one to participate in all the other aspects of Jewish life. Children need to learn how to be participants in Jewish life. Even more important, life-long learning for adults is what keeps Jewish life fresh, alive, and meaningful.

Indicators:

- Rates of participation in Jewish education at all levels, from pre-school to adult education
- Jewish literacy

Goal 2: Strong Jewish identity

Rationale: Jewish identity, or seeing one’s Jewishness as central to one’s life, is a defining feature of a thriving Jewish life. It has an important effect on decisions about who to marry, how to raise children, where and how to conduct one’s working life, and generally how to live one’s life.

Indicators:

- Jewish identity survey

Goal 3: Involvement in Jewish life and Jewish institutions

Rationale: The extent of involvement in Jewish life and institutions is one important way we will know whether people find meaning in programs and activities that are available in their communities. Such involvement is also essential if Jewish institutions are to thrive. Institutions can nurture individuals, but only if individuals are prepared to invest in institutional life.

Indicators:

- Household survey of participation in a broad range of Jewish activities and institutions

Goal 4: Concern with social justice

Rationale: Grounded in prophetic teachings, the concern with social justice is so central to Judaism that it must be understood as a defining feature of a thriving Jewish community.

Indicators:

- Participation in volunteer work (Jewish and non-Jewish)
- Charitable giving (Jewish and non-Jewish)

Goal 5: Strong leadership

Rationale: From Biblical times, through the history of Zionism, down to the present, quality leadership has proven essential to Jewish progress and well-being. In our own day, the cultivation of strong lay and professional leadership is a necessary condition for a viable Jewish community. Leadership is the engine of ongoing innovation and renewal.

Indicators:**Professional Leaders of Key Agencies**

- Preparation (experience and formal training)
- Salaries and benefits

Lay Leaders

- Preparation (experience, Jewish background)
- Diffusion of lay leadership (widespread participation)
- Lay leader satisfaction (leadership is meaningful and rewarding)

PROPOSED INDICATORS: JEWISH EDUCATION

Goal 1: Educators who are richly prepared and committed to ongoing professional growth.

Rationale: As recognized in *A Time to Act*, enhancing the profession of Jewish education is one of the key building blocks for revitalizing Jewish education in North America. This goal also reflects the latest thinking in the field of education, which stresses formal preparation and ongoing professional development as a strategy for improving the quality of teaching (Darling-Hammond, etc.) Although being "richly prepared" ideally begins with formal training in appropriate areas, we recognize that not all teachers and informal educators in Jewish settings will undertake formal training prior to entering their positions. Nonetheless, in a high-quality system of Jewish education all Jewish educators, regardless of prior preparation, will engage in a continuous process of professional growth.

Indicators:

Leaders of Jewish Schools

- Formal training in education, Jewish studies and administration/leadership
- Classroom experience
- Professional growth (number of hours)
- Salaries and benefits

Teachers in Jewish Schools

- Formal training in education and Jewish studies
- Professional growth (number of hours)
- Salaries and benefits

Leaders of Informal Jewish Education (camp directors and JCC educators)

- Extent of Judaic background (formal and informal)
- Ongoing Jewish learning (formal and informal)
- Professional training in organizing an environment for educational growth -- this may be as varied as social work, psychology, education, etc.
- Salaries and benefits

Other educators: We recognize other categories of educators including tour leaders, family educators, camp counselors and unit heads, etc., but at this time we are not prepared to identify appropriate indicators of training and professional growth.

Goal 2: Strong, informed community support for education.

Rationale: The strength of a system of education depends heavily on financial and non-financial expressions of its importance among members of the community. For this reason, *A Time to Act* recognized community support for education as the other essential building block. Innovation in

Jewish education will require financial resources, as well as individuals who are prepared to champion the cause of Jewish education. More generally, the effects of the educational system will be enhanced when it is embedded in a supportive community.

Indicators:

- Percentage of community allocation to education
- Extent of other philanthropic contributions to education, e.g. local foundations
- Per capita congregational allocation to education

Goal 3: High-quality Jewish institutions driven by a guiding vision, providing life-long opportunities for learning, and offering Jewish content infused with meaning for those who participate.

Rationale: Jewish educators carry out their work in institutions. To revitalize Jewish education, it is necessary to enhance not only the key individuals working in the field, but also the contexts in which their efforts take place. This goal must be recognized and acknowledged by all participants; rabbis and other educators may take the lead, but all members must coalesce around the central vision of the efforts are to succeed. This goal emphasizes three key aspects of high-quality institutions:

- *Purpose:* Driven by a guiding vision;
- *Structure:* Providing life-long opportunities for learning;
- *Content:* Providing content infused with meaning for those who participate.

Indicators:

By institution:

- High levels of attendance among members of the institution
- A compelling institutional vision
- Quality of content is rich and deep
- Participants report they gain knowledge that is meaningful to them as a result of their participation.

By community:

- Articulated system of in-service education
 - Coherence and duration
 - Emphasis on Jewish content
 - Incentives for participation
- Proportion of school directors who work full-time in Jewish education.
- Survey data on community satisfaction with education.
- Survey data on knowledge of available options for Jewish education

Goal 4: Rabbis who view teaching and learning as integral to their work.

Rationale: The synagogue is a key setting for substantial Jewish learning. As the leader of the synagogue, the rabbi sets the tone for learning and stands as a role model. Also, the rabbi is fundamentally an educator, and his/her contribution to the quality of Jewish education in the synagogue is enhanced by appreciating the centrality of teaching and learning to his/her work.

Indicators:

- Formal training in education
- Time spent involved in educational activities



SUMMARY OF PROPOSED INDICATORS

Goals	Indicators	Availability
Jewish life		
1. Centrality of Jewish learning	Rates of participation in formal and informal educational institutions Jewish literacy	NJPS; institutional rosters Development needed
2. Jewish identity	Identity survey	Widely used measures are problematic Measures are available
3. Involvement in Jewish life	Participation survey.	Measures are available Measures are available
4. Concern with social justice	Participation in volunteer work (Jewish and non-Jewish) Charitable giving (Jewish and non-Jewish)	Measures are available Measures are available
5. Strong leadership	Preparation of agency leaders Salaries of agency leaders Preparation of lay leaders Diffusion of lay leadership Satisfaction of lay leaders	Available measures need modification. Measures are available Development needed. Development needed. Development needed.
Jewish education		
1. Prepared educators	Leaders of Jewish schools: formal training in education, Jewish studies, and administration/leadership; classroom experience, time for professional growth; salaries and benefits	Measures are available

	Teachers in Jewish schools: formal training in education and Jewish studies; time for professional growth; salaries and benefits	Measures are available
	Leaders of informal Jewish education: Judaic background; ongoing Jewish learning; professional training; salaries and benefits	Available measures need modification.
2. Community support	Percentage of Federation allocation to education Other philanthropic contributions to education Per capita congregational allocation to education	Measures are available
3. High quality institutions	High rates of attendance per institution A compelling institutional vision Quality of content is rich and deep Participants report they gain knowledge Coherent system of in-service education for educators Proportion of full-time school directors Community satisfaction survey Community survey on knowledge of options available	Measures are available Development needed Development needed Development needed Measures are available Measures are available Development needed Development needed
4. Rabbis involved in education	Formal training in education Time spent in educational activities	Measures available Development needed

THE JEWISH INDICATORS PROJECT

Questions for Discussion CIJE Board Meeting, December 3, 1997

1. Drawing on CIJE's strategic plan, our proposed indicator system includes measures of both Jewish education and Jewish life more broadly. Some of our advisors urged us to focus our limited energies on education alone, because this is the area we know best and for which we already have some instruments and data, and because it is the central focus of CIJE's activities. Others have counseled that because ultimately we are concerned with creating vibrant Jewish communities, the broader indicators of Jewish life are essential. How should we respond to this issue?

2. Our proposal focuses mainly on information at the community level. This approach was selected for several reasons: The community is the most likely site of influential policies, the community is a central focus for fundraising, and much community data are already available. However, the community is not the only possible level of analysis; others include the national/continental level and the institutional level. National data may attract more attention and may generalize to more communities. What is the right balance of indicators from the communal, national/continental, and institutional levels?

3. What do you think is the likely level of communal interest and willingness to participate in such a project?

4. Leaving aside issues of feasibility, methodology and cost, do you think this is roughly the right set of things to try to measure?

5. What role should CIJE ultimately play in the Jewish Indicators Project, if any? Alternatives we can envision include:

- A Policy Brief, stating our case but going no further
- Prepare a template based on existing data, and identify the need for more data
- Developing a methodology, which we hope others would use
- A full-service operation, i.e. we would develop and implement the project across communities
- Develop the methodology and rely on another organization to carry out the data collection

BARBARA L. SCHNEIDER

EDUCATION

- 1979 Ph.D., Northwestern University, Dissertation: *Production Analysis of Gains in Achievement*
- 1976 M.S., Foster McGaw Graduate School, National College of Education, Thesis: *An Analysis of Program Planning in Illinois*
- 1967 B.S., National College of Education, with honors

PROFESSIONAL EXPERIENCE

- 1995-present Senior Lecturer, Department of Education, The University of Chicago
- 1991-present Senior Social Scientist, NORC
- 1993-present Co-Principal Investigator, Improving Mathematics and Science Learning: A School and Classroom Approach

Responsibilities include managing all aspects of the project, including proposal development, coordination of technical staff, data collection and analysis, quality control, budget oversight, and monitoring of all schedules, costs and production.

- 1991-present Co-Principal Investigator, Study of Career Choice-Funded by the Alfred P. Sloan Foundation

Responsibilities include managing all aspects of the project, including proposal development, coordination of technical staff, data collection and analysis, quality control, budget oversight, and monitoring of all schedules, costs and production.

- 1994-present Co-Principal Investigator, "Adolescence Through Adulthood: Education and Work Transitions in the United States and the Soviet Successor States" - Funded by the Spencer Foundation

Responsibilities include managing the U.S. activities, including setting up the NORC workshop in Chicago, and monitoring the budget and ongoing day-to-day activities of the project. Responsibilities with other principal investigators on technical design and analysis issues.

- 1990-1993 Project Director, Evaluation of the Pepsi School Challenge Project

Responsibilities include designing evaluation plan, instrumentation, and analysis. Supervisory responsibilities for data collection, quality control, and budget oversight.

- 1989-1993 Project Director, Analysis of National Education Longitudinal Studies Data - Funded by the National Science Foundation and the National Center for Education Statistics

Responsibilities include managing all aspects of the project including proposal development, coordination of technical staff, data collection and analysis, quality control, budget oversight, and monitoring of all schedules, costs and production.

- 1989-1993 Principal Investigator - Student Subcultures, Factors Affecting Them, and Their Consequences for Student Learning

PROFESSIONAL EXPERIENCE (continued)

Responsibilities include research design, analysis activities, and budget oversight.

1990 Associate Project Director, Coordinated Case Studies: School Reform Chicago-style.
Funded by the Spencer Foundation

Responsibilities include development of instruments, training field staff, supervising field operations, collecting observational data, developing coding schema and analyzing field data.

1988-1992 Instrumentation and Analysis Task Leader National Educational Longitudinal Study
of 1988 (NELS:88) First and Second Follow-Up Surveys

Responsibilities include the development and testing of all survey instruments including student, dropout, teacher, parent, and school questionnaires, and preparing descriptive reports.

1987-present Research Associate, Ogburn-Stouffer Center for the Study of Population and Social
Organization, University of Chicago and NORC

Responsibilities include the design, conduct, and management of data analysis projects and data collection, and report and proposal writing, and staff training and supervision.

1976-1987 Positions held at Northwestern University School of Education between 1976 and 1987
included:

Assistant Professor, 1980-1987

Responsibilities included teaching graduate seminars and courses and undergraduate courses in educational administration, policy, and research design. Chaired dissertations and served as a committee member of master's and Ph.D. theses. Supervised research associates and conducted three major education studies.

Associate Dean for Development and Research, 1980-1983

Responsibilities included assisting faculty in the development of research proposals and developing policies related to research activities.

Assistant Dean for Research, 1979-1980

Responsibilities included assisting faculty in writing and obtaining external support for research studies.

Director of the Deans' Network, 1977-1981

Administrative director of a consortium of forty School of Education Deans. Responsible for: developing Network program plans; budget management; writing reports; and serving on national legislative committees. Project Researcher.

1976-1977 Conducted an empirical study on accreditation.

1975-1976 Adjunct Professor, Foster McGaw Graduate School, National College of Education

Responsibilities included writing research proposals, teaching the classes "Introduction of Graduate Research" and "Research for Teachers," and serving as masters' theses advisor.

1967-1973 Public school teacher in the public school systems of Chicago and Glencoe, Illinois

RESEARCH EXPERIENCE

Improving Mathematics and Science Learning: A School and Classroom Approach. This project is designed to identify the mechanisms in the classroom and the school that are instrumental in fostering science and mathematics learning. The intent of the work is to undertake an analysis of how opportunities to learn translate into student achievement. To examine these issues, there are two studies, one at the school level and one at the classroom level. The school study focuses on the importance of faculty social organization for students' learning opportunities. The classroom study identifies what reward structures are available in science and mathematics classes and explains why reward structures differ from class to class and school to school. In the final phase of this project, the findings from the two studies are integrated into an expanded multilevel analysis that examines the relationships between high school workplace organization, classroom social structures, and teachers' work and student learning. The work will use data from the National Education Longitudinal Study of 1988 (NELS:88) and the Longitudinal Study of American Youth (LSAY) and from field work in eighteen high schools. (Total award amount: \$1,221,194)

Study of Career Choice. (Now titled *Youth and Social Development*). The purpose of this study is to learn why some students have clear ideas of their future careers, what information they use to formulate those ideas, and how they decide what education and skills they need to achieve their occupational aspirations. The study involves a multi-year longitudinal tracking of junior high and high school students. An innovative data collection plan including experience sampling methods, interviews with students, parents, teachers, guidance counselors, friends; network analysis, school observations, and secondary analysis of survey data are being undertaken. Funded by the Alfred P. Sloan Foundation, this study brings together perspectives from sociology, psychology, and education. (Total award amount: \$3,393,080)

Adolescence Through Adulthood: Education and Work Transitions in the United States and the Soviet Successor States. This project offers an unparalleled opportunity for researchers to look at two data bases, *Paths of a Generation* from the Soviet Successor States, and *High School and Beyond* from the U.S. It offers substantial potential growth for comparative research on the life course and international cooperation. (Total award amount: \$185,700)

Analysis of National Education Longitudinal Studies Data. Three substantive research subprojects form the core elements of this program project. These projects include--Systemic Analysis of the School and Community, and Effects on Student Outcomes--James Coleman investigator; Social Organization, Teachers' Commitment, and Students' Engagement with Learning--Charles Bidwell and Anthony Bryk Investigators and Student Subcultures, Factors Affecting Them, and Their Consequences for Student Learning--Investigators Barbara Schneider and Penny Sebring. A fourth subproject devises and implements a database management system. The three substantive subprojects all include a longitudinal and qualitative approach--the longitudinal component involves data analyses of HS&B and NELS:88 using multi-linear models whereas the qualitative component is a case study of selected high schools using a variety of analyses techniques. Responsibilities for this project include day to day management as well as being the Principal Investigator for third subproject. (Total award amount: \$1,024,999)

National Education Longitudinal Study of 1988 (NELS:88) First Follow-Up. NELS:88 is a longitudinal national probability sample of eighth graders in the United States. It also encompasses parents, teachers and principals of selected students; over 60,000 respondents were surveyed in the base year (1988). Like its predecessors NLS-72 and *High School and Beyond*, NELS:88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on careers. NELS:88 is sponsored by the U.S. Department of Education, National Center for Education Statistics. NORC is the prime contractor.

Coordinated Case Studies: School Reform Chicago-Style. This study is designed to intensively examine 12 schools in Chicago. It includes a rigorous field investigation that promises to advance our

RESEARCH EXPERIENCE (continued)

understanding of how systemwide change catalyzed by the Chicago School Reform Act affects the organizational processes at work in different schools and the short-term consequences which result. This work will sharpen our understanding of specific factors influencing reform in Chicago. (Total award amount: \$432,000)

Evaluation of the Pepsi School Challenge Project. This evaluation study examines the impact of a multi-million dollar incentive program in two urban high schools. The evaluation includes surveys of all students, their teachers, and school administrators. Field-based observations are also being conducted. In addition to determining the effect of "incentives" on student outcomes, this study will also provide new insights into understanding the peer group social structure in "disadvantaged" high schools. (Total award amount: \$87,532)

The Quality of the Doctorate in Schools of Education. This 1980-85 study was designed to define and assess indicators of quality in university education doctoral programs. In addition, the study assessed the variation in quality among research universities offering the doctor of philosophy degrees in education and doctor of education degrees. Data collection procedures included on-site visits to 32 institutions, intensive face-to-face interviews with 36 deans of schools of education, and the administration of survey questionnaires to 1,410 faculty members and to 1,460 current students and alumni. The study formulated profiles of quality programs and designed models of quality for doctoral training. Data from the study were presented in a technical report, in journal articles, in book chapters, and at scientific meetings. Responsibilities as *Principal Investigator* included all aspects of study design, execution, and analysis. This study was funded by the Ford Foundation, the Johnson Foundation, and the Dean's Network.

Newcomers: Blacks in Private Schools. This 1983-85 National Institute of Education study sought to examine why black parents send their children to private schools and to understand the experiences of the students in those schools. Served as *Coprincipal Investigator* (with Diane T. Slaughter) and, in that role, was responsible for oversight of all aspects of project design and execution. (Total award amount: \$94,791)

University Internship Programs. This 1983 study investigated the quality of university internship programs in different departments throughout the university. Data collection included in-depth interviews and telephone survey of 120 graduates. The project was funded by the Lilly Endowment. Responsibilities as *Principal Investigator* included oversight of all aspects of project design and execution.

Identifying Future Research and Training Programs of University-based Secondary Education Departments. This 1979-80 Office of Education study examined the problems of secondary education faculty members in research universities. Served as *Principal Investigator*.

America's Small Schools. A 1980 National Institute of Education study focused on reviewing the literature on school size. Served as *Principal Investigator*.

COURSES TAUGHT

The University of Chicago

The Study of Education-III (part of the Core Sequence for Education Ph.D. students). Topics covered include the nature of educational inequality as related to race and ethnicity, and the development of educational policies designed and implemented to deal with educational inequality. Spring Quarter, 1996.

Northwestern University

Undergraduate:

Practicum in Human Development and Social Policy, Social and Political Context of Social Policy

COURSES TAUGHT (continued)

Graduate:

Seminar on Families and Schools, Seminar on Finance and Governance in Higher Education, Seminar on Organization and Administration of Schools, Topics in Research Design

The University of Chicago

Served on four dissertation committees in Sociology, currently serving on six dissertation committees (3 in Sociology, 2 in Education, and 1 in Human Development) and advising three MA students in Sociology, and two undergraduate students on honors theses in Sociology

FELLOWSHIPS AND AWARDS

1983-1984	Lilly Fellow, Lilly Endowment Post-Doctoral Teaching Awards Program
1982	American Jewish Academicians Award, American Jewish Committee in Cooperation with Hebrew University
1979	Robert J. Coughlin Award, Outstanding Dissertation; given for scholarly excellence in doctoral research, Northwestern University
1977	Special Graduate Research Dissertation Grant, Northwestern University Graduate School
1975-1976	Spencer Foundation Research Fellowship, Northwestern University
1972-1973	Graduate Fellowship, National College of Education

PUBLICATIONS

Books:

Cookson, P. and Schneider, B. Transforming Schools. New York: Garland Press, 1995.

Schneider, B. and Coleman, J. Parents, Their Children, and Schools. Westview Press, 1993.

Monographs:

Schneider, B. *America's Small Schools*. Washington, D.C.: National Institute of Education, 1980.

Book Chapters:

Schneider, B. "The Ubiquitous Emerging Conception of Social Capital." In D. Levinson, P. Cookson, and A. Sadovnik (Eds.) *Education and Sociology: An Encyclopedia*. New York: Garland Publishing, Inc. (Forthcoming, 1996).

Schneider, B. "School, Parent, and Community Involvement: The Federal Government Invests in Social Capital." In K. Borman, P. Cookson, A. Sadovnik, and J. Spade (Eds.) *Handbook of Sociology of Education for Education Policy*. Norwood, NJ: Ablex Publishing Corp. (Forthcoming, 1996).

Schneider, B. and Schmidt, J. "Young Women at Work: A Life-Course Perspective." In K. Borman and P. Dubeck (Eds.) *Women and Work: A Handbook*. New York: Garland Publishing Inc. (Forthcoming).

PUBLICATIONS (continued)

Kao, G., Tienda, M., and Schneider, B. "Racial and Ethnic Variation in Educational Outcomes." In A. Pallas (Ed.) *Research in Sociology of Education and Socialization*, 11. Greenwich, CT: JAI Press Inc. (Forthcoming, 1996).

Schneider, B., Csikszentmihalyi, M., Knauth, S. "Academic Challenge, Motivation, and Self Esteem: The Daily Experiences of Students in High School." In M. Hallinan (Ed.) *Making Schools Work: Promising Practices and Policies*. New York: Plenum Publishing Corporation, 1995.

Schneider, B. "Thinking About an Occupation: A New Developmental and Contextual Perspective." In A. Pallas (Ed.) *Research in Sociology of Education and Socialization*, 10. Greenwich, CT: JAI Press Inc., 1994.

Schneider, B. and Hood, S. "Pathways to Organizational Change: From Deans Network to Holmes Group." In K. Borman and N. Greenman (Eds.) *Changing American Education: Recapturing the Past or Inventing the Future?* New York: State University of New York Press, 1994.

Schneider, B., Hieshima, J., Lee, S., Plank, S. "East Asian Academic Success in the United States: Family, School, and Community Explanations." In P. Greenfield and R. Cocking (Eds.) *Cross-Cultural Roots of Minority Child Development*. New Jersey: Lawrence Erlbaum Associates, Publishers, 1994.

Schneider, B. "Improving the Education of Children at Risk: A Catholic School Approach." In A. Yogev and J. Dronkers (Eds.) *International Perspectives on Education and Society: Education and Social Change*. Vol. III, Connecticut: JAI Press, Inc., 1993.

Plank, S., Schiller, K., Schneider, B. and Coleman, J. "Effects of Choice in Education." In E. Russell and R. Rothstein (Eds.) *School choice: Examining the evidence*. Washington, DC: Economic Policy Institute, 1993.

Schneider, B. "Schooling for Minority Children: An Equity Perspective." In W. Boyd and J. Cibulka (Eds.) *Private Schools and Public Policy: International Perspectives*. Philadelphia: Falmer Press, 1989.

Schneider, B. "Private Schools and Black Families: An Overview of Family Choice Initiatives." In D. Slaughter and D. Johnson (Eds.) *Visible Now: Blacks in Private Schools*. Conn: Greenwood Press, 1989.

Schneider, B. and Slaughter, D. "Educational Choice for Blacks in Urban Private Elementary Schools." In T. James and H. Levin (Eds.) *Comparing Public and Private Schools: Institutions and Organizations, Volume 1*. Philadelphia: Falmer Press, 1988.

Schneider, B. "Tracing the Provenance of Teacher Education." In T. Popkewitz (Ed.) *Critical Studies in Teacher Education*, Philadelphia: Falmer Press, 1987.

Schneider, B. "Graduate Programs in Schools of Education: Facing Tomorrow, Today." In M. Pelczar, Jr., and L. Solman (Eds.), *Keeping Graduate Programs Responsive to National Needs*. San Francisco: Jossey-Bass, 1984.

Articles:

McPartland, J. and Schneider B. "Opportunities to Learn and Student Diversity: Prospects and Pitfalls of a Common Core Curriculum." Special issue of *Sociology of Education* (forthcoming).

Schneider, B., Schiller, K., and Coleman, J. "Public School Choice: Some Evidence from the National Education Longitudinal Study of 1988." *Educational Evaluation and Policy Analysis*. Spring 1996.

PUBLICATIONS (continued)

Stevenson, D., Schiller, K., and Schneider, B. "Sequences of Opportunities for Learning." *Sociology of Education*. July 1994.

Hieshima, J. and Schneider, B. "Intergenerational Effects On the Cultural and Cognitive Socialization of Third and Fourth Generation Japanese-Americans." *Journal of Applied Developmental Psychology*, 15, No. 3, 1994.

Schiller, K., Plank, S., and Schneider, B. "Are They Schools of Choice? A Response to Sosniak and Ethington." *Educational Evaluation and Policy Analysis*, Spring 1993.

Shouse, R., Schneider, B., and Plank, S. "Teacher Assessments of Student Effort: Effects of Student Characteristics and School Type." *Educational Policy*, September 1992.

Schneider, B. and Shouse, R. "Children of Color: Eighth Graders in Independent Schools: An Analysis of the Eighth Grade Cohort from the National Education Longitudinal Study of 1988." *Journal of Negro Education*, 61, No. 2, Spring 1992.

Schneider, B. and Lee, Y. "A Model for Academic Success: The School and Home Environment of East Asian Students." *Anthropology and Education Quarterly*, Dec. 1990.

Schneider, B. "El Capital Y La Capacidad Academicos De Los Centros Universitarios De Formacion Del Profesorado." *Revista De Educacion* 290, 1989, pp. 215-178.

Schneider, B. "Further Evidence of School Effects." *Journal of Educational Research*, 78, 1985.

Slaughter, D. and Schneider, B. "Parental Goals and Black Student Achievement in Urban Private Elementary Schools: A Synopsis of Preliminary Research Findings." *Journal of Intergroup Relations*, 13, 1985, pp. 24-33.

Schneider, B., Brown, L., Denny, T., Mathis, B., and Schmidt, W. "The Deans' Perspective: Challenges to Perceptions of Status of Schools of Education." *Phi Delta Kappan*, 65, 1984, pp. 617-620.

Schneider, B. and Rath, J. "Teacher Educators: Do They Have a Place in Research-Oriented Universities?" *High School Journal*, 66, 1983, pp. 70-82.

Book Reviews:

Schneider, B. Review of *Lessons of a Generation: Education and Work in the Lives of the High School Class of 1972*. *American Journal of Education*, 104, 1995, 57-61.

Schneider, B. "School Learning, Home Forgetting?" Review of *Summer Learning and Effects of Schooling*. *Contemporary Education Review*, 1, 1982, pp. 71-73.

Schneider, B. Review of *Determinants of Educational Outcomes: The Impact of Families, Peers, Teachers and Schools*. *Educational Researcher*, 9, 1980, 22-23.

Research Reports:

Bidwell, C., Csikszentmihalyi, M., Hedges, L., and Schneider, B. *Studying Career Choice: A Pilot Study. Report to the Alfred P. Sloan Foundation*. Volumes I-III. Summer 1992.

PUBLICATIONS (continued)

Ingels, S., Schneider, B., Hafner, A., and Stevenson, D. *A Profile of the American Eighth Grader: Student Descriptive Summary*. U.S. Department of Education: Washington, D.C., 1990.

Slaughter D. and Schneider, B. *Newcomers: Blacks in Private Schools. Final report, Volume I and Volume II*. National Institute of Education, 1986.

Schneider, B. *Quality of the Doctorate in Schools of Education. Final Report to the Ford Foundation*, 1985.

Schneider, B. *Undergraduate Field-Based Programs in Professional Schools. Final Report*. Lilly Endowment, Inc., 1984.

Koff, R., Florio, D., and Schneider, B. *Model State Legislation: Continuing Professional Education for School Personnel*. National Institute of Education, 1977.

Other Publications:

Schneider, B. "ASA President Maureen Hallinan: She's in a Class by Herself." *Footnotes*, September-October, 1995.

SELECTED PRESENTATIONS AT PROFESSIONAL MEETINGS

American Educational Research Association:

Knauth, S., Schneider, B., Makris, E. "The Influence of Guidance Counselors: School Patterns." San Francisco, 1995.

Schneider, B., Song, L., Schmidt, J. "Adolescent Self-Esteem and Salience: Influence of Gender and Perceptions of Work." New Orleans, 1994.

Schneider, B. "Social and Cultural Capital: Differences Between Students Who Leave School at Different Periods in Their School Careers." New Orleans, 1994.

Schiller, K. and Schneider, B. "Academic and Social Effects of Magnet Schools: Evidence from NELS:88." New Orleans, 1994.

Schneider, B. "School Choice: Some Evidence from the National Education Longitudinal Study of 1988 (NELS:88)." New Orleans, 1994.

Schneider, B. and Borman, K. "Thinking About the Future: Adolescents in a Small Town." Atlanta, 1993.

Pals, J. and Schneider, B. "Gender, Self-Evaluation, and Productive Activity in Adolescence: Implications for Career Development and the Transition into Adulthood." Atlanta, 1993.

Schneider, B. and Hieshima, J. "Modelling of Home/School Relations: An Asian-American Perspective." San Francisco, 1992.

Schneider, B. and Sebring, P. "Importance of Friendship Choices on Student Achievement and Aspirations." Chicago, 1991.

Schneider, B. with Schiller K., Hafner, A. and Stevenson D. "Retention: The Sorting Process in Elementary School." Chicago, 1991.

Schneider, B. "Assuring Educational Quality for Children At Risk." Boston, 1990.

Schneider, B., Schumm P., Sebring P. "Patterning of Friendship Choices in Nine High Schools, Boston, 1990.

Schneider, B. and Hochschild, J. "Socialization Experiences of Career Teachers." San Francisco, 1986.

Schneider, B. "Family Choice: An Equity Perspective." San Francisco, 1986.

Schneider, B. and Slaughter, D. "Parents and School Life: Varieties of Parental Participation in Differing Types of Private Schools." Chicago, 1985.

SELECTED PRESENTATIONS AT PROFESSIONAL MEETINGS (continued)

- Slaughter, D. and Schneider, B. "Understanding the Schooling Process Affecting Black Children in Private Schools." New Orleans, 1984.
Schneider, B. "Commitment to Quality." New Orleans, 1984.
Schneider, B. and Slaughter, D. "Blacks in Private Schools." Montreal, 1984.
Schneider, B. "Certification: Trial by Ordeal." Montreal, 1984.
Schneider, B. "The Nature and Quality of Doctoral Study in Education." New York, 1982.
Schneider, B. "Grouping Students: Some Alternative Organizational Structures." Los Angeles, 1981.
Schneider, B. "Production Analysis of Gains in Achievement." Boston, 1980.
Schneider, B. "An Analysis of National Accreditation of Professional Education." New York, 1977.

American Sociological Association:

- Bidwell, C., Schneider, B., and Borman, K. "Working: Perceptions and Experiences of American Teenagers." Washington, DC, 1995.
Schneider, B. Bryk, A. "Social Trust: A Moral Resource for School Improvement." Washington, DC, 1995.
Schneider, B. "Thinking About an Occupation: A New Developmental and Contextual Perspective." Los Angeles, 1994.
Schneider, B., Plank, S., and Wang, H. "Output-Driven Systems: Reconsidering Roles and Incentives in Schools." Los Angeles, 1994.
Stevenson, D., Link, J., Schneider, B., and Schiller, K. "Early School Leavers." Miami Beach, 1993.
Stevenson, D., Schneider, B., and Schiller, K. "Sequences of Opportunities for Learning Mathematics and Science." Pittsburgh, 1992.
Schneider, B., Schiller, K., and Coleman, J. "School Choice and Inequality." Cincinnati, 1991.
Slaughter, D. and Schneider, B. "The Educational Goals of Private School Parents." New York, 1986.

Other Professional Organizations:

- Schneider, B., Csikszentmihalyi, M., and Knauth, S. "Academic Challenge, Motivation and Self Esteem: The Daily Experiences of Students in High School." Society for Research in Child Development, Indianapolis, Indiana, 1995.
Schneider, B., Schiller, K. "Detached or Escaped? Two Different Stories of School Leavers." Society for Research in Child Development, Indianapolis, Indiana, 1995.
Borman, K., Schneider, B. "Entry to the Labor Force: Money Maximizers vs. Career Seekers vs. Independence Seekers." World Congress of Sociology. Bielefeld, Germany, 1994.
Schneider, B., Stevenson, D., and Link, J. "Leaving School Early: Psychological and Social Characteristics of Early School Leavers." Society for Research on Adolescence, San Diego, 1994.
Schneider, B., Plank, S., Wang, H. "Output Driven Systems: A New Approach to Improving Science and Mathematics Education." Conference on Science and Mathematics Education: Connecting Resources for Reform. Ohio State University, 1993.
Schneider, B. "Children at Risk in Public and Private Elementary Schools." Meeting of International Sociological Association. Madrid, Spain, 1990.
Schneider, B. and Shouse, R. "Children of Color in Independent Schools." National Association of Independent Schools, New York, 1991.
Schneider, B. "The Effectiveness of the Catholic Inner-City School." National Catholic Education Association, Boston, 1991.
Schneider, B. and Shouse, R. "Work Lives of Eighth Graders: Preliminary Findings from the National Education Longitudinal Study of 1988." Society for Research on Child Development, Seattle, 1991.
Schneider, B. "Problems of Doctoral Programs in Teacher Education." American Association of Colleges for Teacher Education, Denver, 1985.
Schneider, B. "Schools of Education: Establishing a Legitimate and Appropriate Position in the University Structure." American Association of Colleges for Teacher Education, Detroit, 1983.

SELECTED PRESENTATIONS AT PROFESSIONAL MEETINGS (continued)

Schneider, B. "Association Leadership and its Role in Educational Policy." American Association of Colleges for Teacher Education, Dallas, 1980.

Rosenbaum, J. and Schneider, B. "The Absence of Individual Status Effects on Achievement." Society for the Study of Social Problems, New York, 1980.

Invited Presentations:

Schneider, B. "Community Support and Involvement: Forging New Partnerships Implementing Recent Federal Legislation." Invited presentation, U.S. Department of Education and American Sociological Association, St. Pete's Beach, Florida, January 9, 1995.

Schneider, B. "Measuring Outcomes in Public and Private Education." Invited presentation, University of Notre Dame, April 6, 1995.

Schneider, B. "Research Issues Using NELS:88 Data." Invited presentation, University of Cincinnati, 1991.

Schneider, B. "NELS:88 Conceptual and Methodological Issues." Invited presentation, University of Michigan, Ann Arbor, 1990.

Schneider, B. "Blacks and Inner City Private Elementary Schools." Invited presentation to the National Invitational Conference on "Research on Private Education: Private Schools and Public Concerns What We Know and What We Need to Know." Catholic University, Washington, D.C., February, 1986.

Schneider, B. "The Changing Population of Catholic Schools: Problems and Opportunities." Invited address, Loyola University of Chicago Educational Issues Forum, "The Future of Catholic schools: The Worst of Times or the Best of Times." Chicago, March, 1986.

Schneider, B. "Quality of the Doctorate in Schools of Education." Invited address, Annual Meeting of the Midwest Association of Graduate Deans, Chicago, 1985.

Schneider, B. and Slaughter, D. "Accessing Educational Choices: Blacks in Private Urban Elementary Schools." Invited presentation to the National Invitational Research Conference on "Comparing Public and Private Schools." Stanford University, 1984.

Schneider, B. "Some Explanations for Variations among Specializations in Schools of Education." Wingspread Conference Center, Racine, 1984.

Schneider, B. "Graduate Programs in Schools of Education." Council of Graduate Deans, Toronto, 1983.

Schneider, B. "Teacher Preparation and Teaching." Hebrew University, Israel, 1982.

OTHER PROFESSIONAL ACTIVITIES

Editorial Board, *Sociology of Education* and *Teachers College Record*.

Editorial Board, *Education and Sociology: An Encyclopedia*. Garland Press. (Expected publication, 1996.)

President, Associates for Research on Private Education. Special Interest Group, American Educational Research Association, 1984-1986.

Member of the Illinois State Board of Education's Student Outcome and Teacher Assessment Council 1986-1987.

Palmer O. Johnson Memorial Awards Committee. American Educational Research Association, 1984-1986.

SECOND GENERATION SYNAGOGUE CHANGE PROJECT

PROJECT BACKGROUND

CIJE is committed to the revitalization of Jewish life through education. We believe that development of vibrant synagogues as centers of Jewish learning and living is a critical -- perhaps the most critical -- factor in meeting this challenge. As Dr. John Ruskay, Group Vice President Program Services, UJA-Federation of New York, wrote in *The Journal of Jewish Communal Service* (Fall/Winter 1995/96):

For Jewish education to be effective, there must be Jewish community in which what is being taught is visible and valued....If communal policy seeks to strengthen Jewish identity for marginal Jews, then creating compelling, engaging, inspired communities and institutions is necessary and must become a more significant communal strategy. Synagogues, JCCs, Hillels, and Jewish summer camps are of particular significance in the creation of compelling communities. For it is precisely in these institutions that marginal Jews encounter Jewish life. And of these institutions, the synagogue is of particular import because more Jews cross its portals than any other institution.

The synagogue today is in trouble. While 40-50% of U.S. Jews are members of synagogues, few of these seem to be seriously involved on a year-round basis in the study programs, prayer services and volunteer activities that the synagogue offers. Rabbis and synagogue lay leaders report frustration that so many members view their membership dues as a fee-for-service that buys them access to high holiday tickets, education for their children and the availability of a friendly rabbi for life-cycle occasions. Focus groups with less engaged members suggest that many find these occasional encounters with the synagogue to be unexciting and irrelevant to their lives.

Is it possible to change this? Is it possible to create synagogues where the majority of members are actively involved on a year-round basis? Where both adults and children are engaged in serious learning, prayer and volunteer work? Where these activities are infused with a sense of real meaning and are a vehicle for spiritual growth? Where even those who have previously rejected organized Jewish life can find something worth coming home to?

There are reasons to believe that it is. Around the country are examples of charismatic Jewish leaders who have created a synagogue, Hillel or adult study program that has begun to engage people on a large scale. In the Christian world, the mega-church phenomenon has demonstrated that redesigned churches can attract tens of thousands back into church life.

These examples give us hope, but there is still much work to be done to create a culture

of excellence in synagogue life with sufficiently developed models to inspire and guide the revitalization of synagogues on a broader scale. Around the country, there has been a wave of synagogue change projects. These include the Experiment in Congregational Education (ECE), Synagogue 2000, the McKinsey Synagogue Project and many smaller projects sponsored by federations, foundations and individuals. These projects, while relatively new, have already achieved some inspiring successes. However, many of us who have been involved with synagogue change projects feel that the success rate and the degree of change has been lower than we would like to see, and that we might benefit from stepping back, reflecting on what we are doing, and building a second-generation approach to synagogue change.

SUMMARY OF PROPOSAL

In the belief that such an effort is of critical importance, we are proposing to develop this second-generation approach to synagogue change, to pilot it in select synagogue settings, to systematically study and learn from our experience and to disseminate the findings. The objectives of the project we propose go far beyond the development of a few great synagogues. They include:

1. Beginning to create a knowledge base about synagogue change that can inform the thinking of those doing this work around the country
2. Creating written materials that can be broadly distributed and used in the training of rabbis, synagogue lay leaders and others in key leadership positions
3. Helping to push forward the thinking of the key people running major synagogue change projects by providing them with an opportunity to learn from each other's experience and to reflect on their own experience
4. Facilitating the development of a few synagogues as models of excellence that can become resources for the broader dissemination of the ideas and approaches that they have developed.

OUR APPROACH TO THE PROJECT

Our thinking about how to develop this second-generation approach to synagogue change brings together three significant elements which we believe will, through their dynamic interaction, produce credible and significant results:

1. Ideas about effective institutional change grounded in the experience of CIJE staff and consultants facilitating change in a variety of settings, as well as in systematic studies of change processes in different contexts

2. Commissioning a careful review of recent synagogue-change projects, a review designed to maximize our learning from what has already been tried
3. Establishing a leadership-team for this project that includes thoughtful and imaginative individuals with a range of important and complementary competencies who are serving as leadership in current change-efforts. The job of this team will be to scrutinize the ideas and findings identified in 1. and 2. and together to develop the project's second-generation approach to change

CIJE'S emerging ideas about change

Based on our work and research to date, we believe that effective institutional change requires systematic attention to six elements:

1. **Vision** - A clear articulation on the part of the leaders of the change project of the nature of the changes that the project is seeking to create, i.e. a clear statement of what about the new model is different from the old one. Such a vision must be based on ideas that are powerful enough to inspire real transformational change
2. **Leadership** - Internal leadership that is ready and capable of driving the change process. The leaders must be truly "on board" with the vision that the outside organization is offering
3. **Change process** - The project must have a change process that lays out the steps necessary to move the organization from where it is today toward the vision for the future. While every situation is different, such a process usually includes ways of involving a broad base of people in the change process and building toward consensus, a methodology for customizing the project's overall vision for the individual institution, an approach to communication with various constituencies, the development of a change leadership group, the design of the research, analysis and decision-making mechanisms necessary to put change initiatives in place, and a way of addressing the likely obstacles to successful change
4. **Culture** - The culture of the organization must support the desired changes. If it does not, specific approaches are needed that can move the culture and the mind-set of the congregation forward
5. **Skills** - The skills of the people who must do the work almost always need to be retooled in order for them to succeed in the changed environment. Change projects often deal with the above four issues but forget to address the skill needs of the people who will be left with the job of actually implementing the changes

6. **Resources** - The organization must have sufficient human and financial resources to implement change

Based on this model of change and other insights that have emerged in the course of our working with synagogues and other Jewish settings, we have developed a set of, we believe, powerful ideas about how to approach second-generation synagogue change efforts. While the design of the project allows for the possibility that these ideas will undergo interpretation and revision as the work unfolds, we are confident that they will significantly shape the direction of the work. They are:

- Clear specification of the **vision** of the revitalized synagogue, with a stronger focus on building something that works for “outsiders” to synagogue life
- An emphasis on encountering powerful Jewish ideas which have the capacity to illuminate the process and aims of the change project
- Extensive skills and ideas training built into the process for lay and professional leadership and for other employees of the synagogue
- Tough “admissions” requirements for synagogues with particular attention to the issue of leadership and to the availability of resources
- Sufficient planning time and resources up-front for careful design of the change process, based on serious reflection and analysis of what is working, what is not working in current synagogue change programs, and why
- A focus on serious Jewish learning as both a vehicle for change and an end product of change
- Sufficient funding and a small enough number of congregations to allow for intensive consulting resources to work with each synagogue
- Selection of synagogues from one geographic area to facilitate frequent meetings and cross-fertilization of ideas

In addition, while this project would address all aspects of synagogue life, we feel that there is a particular need to deal with the synagogue as a center for education. When we say education we mean it in the broadest sense as **the transmission of culture across generations**. Therefore, we believe that this project must pay careful attention to:

- Methodologies for education of adults that can both inspire and inform
- The challenge of the education of children and families i.e. the redesign of the system of supplementary education in synagogues

The leadership team

We propose to put together a leadership-team that brings imagination, critical thinking, substantial experience with synagogue-change, and to put in its hands the responsibility for jointly developing this second-generation approach to change to change. Our current thinking is to include the following people:

<u>Name</u>	<u>Institutional Affiliations</u>	<u>Committed</u>
Karen Barth	CIJE	Yes
Larry Hoffman	HUC/SYN 2000	
Ron Wolfson	UJ/SYN 2000	
Linda Thal	UAHC/ECE	Yes
Isa Aron	HUC/ECE	Yes
Barry Holtz	JTS/CIJE	Yes
Jonathan Woocher	JESNA	
Rob Waitman	McKinsey & Company	Yes
Carolyn Keller	Boston CJP	
Daniel Pekarsky	CIJE/University of Wisconsin	Yes

Reviewing first generation change efforts

Our plan is to hire researchers who will meet with the leaders of major synagogue change projects and with the lay and professional leaders of a representative group of the synagogues themselves. Interviews would be conducted in order to understand how the nature and the aims of the change process are understood by those engaged in those projects and to assess the degree of change underway, the extent to which the process itself helped or hindered change, the major obstacles to change and the key factors in examples of success. Cases would be compared to evaluate whether there are any systematic differences between the synagogues that are achieving greater success and those that are less successful. The researchers would also look at the ways in which Jewish learning and Jewish ideas are integrated into the change process.

The leadership team would meet 5-7 times to review and interpret the research as it unfolds and to begin to debate and design a next-generation change process. A small working group would meet more often to plan these meetings and pre-digest the research data.

THE PROJECT TIMELINE AND WORKPLAN

Year 1 of the project would be devoted almost exclusively to research and design of the process.

Midway through Year 1, we would begin to recruit synagogues and consultants for a project to start up at the beginning of Year 2. The leaders of the selected synagogues and the consultants would be brought into the design process toward the end of Year 1.

Year 2 would kick off the actual testing of the second-generation process. It is impossible to detail the exact activities of Year 2 ahead of time, since the specifics will be developed during Year 1, but it is likely that they would include some or all of the following:

- An intensive training program for lay and professional leadership focusing on powerful ideas that can help them to build a communal vision, and on the techniques of change leadership that can help them turn the vision into action
- A training program for the consultants to ensure that they are working with the synagogues in a consistent way and that have the necessary tools to do the work
- A retreat for participating teams from each synagogue to enable them to learn from each other in an intensive environment and to provide an opportunity to model the types of changes that are encompassed by the project's vision of a synagogue
- 4-6 additional meetings of the synagogue teams to touch-base and share problems and successes
- Intensive consulting support for the synagogues to guide them through the process and keep things moving forward
- A travel program for members of synagogue teams to visit centers of excellence.

In addition, the researchers would continue to work with the project to provide feedback to the leadership team, which would meet regularly to make mid-course corrections.

In Year 3, the project would likely begin to intensify its focus on making change happen within congregations. Ongoing consulting support and training for the synagogue leadership would continue to be provided and at least one retreat would probably be held for the synagogue teams. The process of ongoing reflection by the leadership team would continue, and the results of the first two years would be written up for publication.

All evidence suggests that three years is too short a time frame to complete a process of synagogue change. We are looking for funding partners who are willing to consider a renewal of funding for a second three-year period, if the evaluated results of the first three years suggest concrete direction and real promise for the future.

CIJE EXPERTISE

CIJE staff members and consultants bring unique expertise to this project. Karen Barth, Executive Director of CIJE, brings 10 years of experience working with large corporations on issues of change and innovation. She also has extensive experience with change projects in Jewish organizations and has been intensively involved in several important synagogue change projects. Barry Holtz, a Professor at the Jewish Theological Seminary and a consultant to CIJE, brings knowledge and experience about education in the synagogue setting. Dan Pekarsky, a Professor of Education at the University of Wisconsin and a consultant to CIJE, is an expert in questions of educational vision. He is one of the leaders of The Goals Project, a collaborative effort between CIJE and the Mandel Institute in Jerusalem to create new approaches for helping educating institutions to articulate and realize their visions.

* * *

The time is right for the development of effective methodologies for synagogue change. The demand is there from synagogue and communal leaders. The current projects will continue and new ones will start, but if we cannot build effective change techniques informed by compelling visions of congregations and of Jewish life, we run the risk that the "synagogue change movement" will become a fad that in its disappointments will leave a bad taste for decades. On the other hand, this enormous interest in change is a terrific opportunity. If we can take advantage of this energy and openness to change, we have the potential to create vital institutions that could be at the very center of the revitalization of Jewish life in North America.

CONFERENCE ON RABBINIC EDUCATION

The American rabbinate is in flux. With synagogue transformation in the air and the baby-boomers coming into middle age, the congregational rabbi is being called upon to fulfill new roles and to carry out old roles in new ways. At the same time, more and more rabbis are moving into careers outside of congregational settings.

The leaders of the major rabbinical schools are struggling to respond to the challenge of these changing realities. Many of the major schools are in the process of looking at how to revamp their programs. They are talking about rabbis as spiritual leaders, rabbis as change agents, rabbis as educators (in the broadest sense), rabbis as community builders, rabbis as chaplains, rabbis as pastors, rabbis as outreach workers. They are trying to define what these mean in relation to educational goals, curriculum, pedagogical approaches, campus life, role models, field experience and many other aspects of their programs. At the same time they are struggling with the reality that most incoming students need an enormous amount of basic learning in language and texts.

In the course of CIJE's consulting work with some of these institutions, it has become clear that they have much to learn from each other and that they might also gain from learning about state-of-the-art thinking from outside of the Jewish world: e.g. from the field of general education in such areas as faculty training, curriculum development, mentoring programs, models of teaching and learning, goal definition, and from approaches used to train leaders in other fields.

THE OBJECTIVES OF THE CONFERENCE

We are proposing to plan and hold a conference that will bring together the leaders of rabbinic education programs from around the world. The objectives of the conference will be four-fold:

- 1) Reflection - To provide the leadership of rabbinic education programs with an opportunity to step outside their daily environment and reflect upon the changes happening in rabbinic roles and the implication of these changes for rabbinic education.
- 2) Idea Sharing - To provide a forum in which ideas can be shared and leaders can learn from each other.
- 3) New Perspectives - To present and discuss ideas from related fields of endeavor such as: business, general education, political science, and the training of leadership, that might stimulate new thinking about rabbinic education.
- 4) Discussion of ongoing needs - To encourage these leaders to think about whether they might benefit from meeting or working together in an ongoing way, and, if so, in what context this might take place.

THE CONCEPT

In the business world, conferences are occasionally organized between the top executives of an industry, bringing together corporate leaders from competitive organizations who otherwise might not ever have occasion to speak to each other. At these conferences, with the help of highly skilled facilitator, these leaders have an opportunity to discuss the big issues that the industry as a whole faces and to exchange ideas with others who are facing these same issues. Typically, such conferences include brief presentations by a select few industry analysts and thinkers. These are usually delivered in an interactive style, keeping lectures to a minimum. Senior executives find these gatherings extremely interesting and helpful, and very rarely turn down an chance to attend.

Our concept is patterned after this model. We will bring together the senior leaders of the world's rabbinic education programs in a setting conducive to roundtable discussions. The group will be a small one in order to encourage interchange of ideas during the formal program and also during the informal parts of the conference. Facilitators will help ensure that the conversation stays focused. Presenters will offer new ways of thinking that would seed the deliberations with new ideas.

THE PLANNING PROCESS

We will convene a planning meeting to which representatives of all the institutions will be invited. The international institutions and those finding it difficult to travel can join by teleconference. This planning group will decide on the agenda, the invitation list, the topics to be discussed, the presenters and the logistical arrangements. Recommendations in each of these areas will be prepared in advance of the planning meeting by CIJE staff, based on phone calls with the participants.

PROGRAM

We envision a 3-day, 2-night conference. Some of the issues that might be addressed are:

- ◆ Changes in rabbinic roles and their implications for educational goals and programs
- ◆ The development of the rabbi as a spiritual person
- ◆ Approaches to teaching and learning inside and outside the classroom
- ◆ The recruiting, training, development and ongoing management of faculty

- ◆ Improving the educational effectiveness of mentoring and field work programs
- ◆ The role of rabbinic education programs in the ongoing development of rabbis after graduation.

The program will be developed by the planning committee but will likely include some or all of the following:

- ◆ Facilitated roundtable discussions on key issues
- ◆ Brief presentations followed by discussions with leading thinkers from other relevant fields
- ◆ A panel/discussion with leading congregational rabbis
- ◆ A session devoted to sharing of specific new ideas and to discussing experiments currently underway
- ◆ Text study
- ◆ A discussion of what ongoing meetings or collaborative projects might be fruitful.

INSTITUTIONS TO BE INVITED

Our initial thoughts are that the following institutions should be invited:

- ◆ Hebrew Union College
- ◆ Jewish Theological Seminary
- ◆ University of Judaism
- ◆ Reconstructionist Rabbinical College
- ◆ Yeshiva University
- ◆ The Academy for Jewish Religion
- ◆ The Leo Baeck College
- ◆ Jews College of London

- ◆ Seminario Rabinico Latinoamericano, Argentina
- ◆ Any other major Orthodox seminaries interested in attending

The smaller institutions will be invited to send up to two people, the larger ones up to three. This would mean a group of roughly 25, plus presenters and CIJE staff.

LOGISTICS

Our initial thinking on the logistics is to hold the conference at the Chauncey Conference Center in Princeton, New Jersey. This conference center is 1½ hours from New York City and 1 hour from Newark Airport. It is a beautiful, secluded spot with rolling lawns, ponds and garden and modern, business-like meeting facilities. It is less “corporate” than most such facilities but still efficient and comfortable.

Kosher food can be brought into the facility from a nearby kosher caterer, heated and served by the Center’s kitchen staff. A local *Mashgiach* would be hired to oversee the food service.

* * *

It is our firm belief that development of dynamic, inspiring leadership is the most important challenge in the revitalization of Jewish life in North America, and that the education of rabbis is an important place to start reexamining the way the Jewish community prepares people for leadership roles. This conference could become a catalyst for important change in the way rabbinic leaders are recruited, trained and developed, and could ultimately have far-reaching impact on the preparation of all types of leaders for Jewish organizations.

Lay Leadership Research Consultation Participants
December 24, 1997

Steven M. Cohen is Professor at the Melton Centre for Jewish Education at the Hebrew University of Jerusalem. His current research (with Arnold Eisen) explores the Jewish identity of moderately affiliated American Jews through in depth interviews and survey research.

Samuel Heilman is Harold Proshansky Professor of Jewish Studies and Sociology, Queens College and is on the faculty of the CUNY Graduate Center. He is author of numerous books, articles and reviews, including *Synagogue Life*, *The People of the Book*, and *Cosmopolitans and Parochials: Modern Orthodox Jews in America* (co-authored with Steven M. Cohen).

Charles Kadushin is Professor of Sociology and Psychology at the CUNY Graduate Center and is coordinator of its Advanced Social Research Concentration. He is a member of a team studying differences between men and women board members of leading national Jewish organizations.

Barry Kosmin is Director of Research at the Institute for Jewish Policy Research, London and is on the faculty of the Ph.D. Program in Sociology at the CUNY Graduate Center. Kosmin is also a Senior Associate at the Oxford Centre for Hebrew & Jewish Studies, and former Research Director of the CJF.

Reynold Levy is President of the International Rescue Committee. He has recently written two books, one on the exercise of corporate social responsibility and the other on the renaissance in American philanthropy. Previously, Levy was a senior officer at AT&T, and prior to that, he was Executive Director of the 92nd Y. Levy has served on the boards of directors of over two dozen non-profit and public organizations in the United States.

Jonathan D. Sarna is Joseph H. and Belle R. Braun Professor of American Jewish History at Brandeis University. His many books include *The American Jewish Experience* and *The Jews of Boston* with Ellen Smith.

Susan Shevitz is Director of the Hornstein Program in Jewish Communal Service at Brandeis University. She has planned and/or evaluated several congregational change efforts on a regional and national basis and conducts research on institutional change in synagogues and schools. Shevitz is especially interested in the non-rational aspects of decision-making and planning.

Jack Wertheimer is Provost and Joseph and Martha Mendelson Professor of American Jewish History at the Jewish Theological Seminary. He is also Director of the Joseph and Miriam Ratner Center for the Study of Conservative Judaism at the JTS. Wertheimer is the editor of the two-volume history of the JTS, *Tradition Renewed*, and author of *Unwelcome Strangers: East European Jews in Imperial Germany* and *A People Divided: Judaism in Contemporary America*.

CIJE Staff:

Karen Barth
Gail Dorph
Nellie Harris
Cippi Harte
Nessa Rapoport

CIJE Consultants:

Adam Gamoran
Ellen Goldring
Susan Stodolsky

*Leading Jewishly: Exploring the Intersection of Jewish Sources and
the Practice of Educational Leadership*
An Institute for Educational Leaders
December 7-10, 1997

**all scheduled sessions and meals will be at the Gutman Conference Center, Harvard
Graduate School of Education, Appian Way*

SUNDAY, DECEMBER 7

8 Kislev

- | | |
|-----------|--|
| 5:00-5:30 | Registration |
| 5:30-6:30 | Dinner |
| 6:30-7:00 | Welcome and Introduction |
| 7:00-9:00 | Leadership Styles: Learning More About How We Think #1
<i>Barry Jentz</i> |

MONDAY, DECEMBER 8

9 Kislev

- | | |
|-------------|--|
| 8:30-9:00 | Reflections |
| 9:00-10:30 | Leadership Styles: Learning More About How We Think #2
<i>Barry Jentz</i> |
| 10:30-10:45 | Break |
| 10:45-12:15 | Leadership Styles: Learning More About How We Think #3
<i>Barry Jentz</i> |
| 12:15-1:15 | Lunch |
| 1:15-3:00 | Leadership Styles: Implications for Ourselves and Our Work
<i>Barry Jentz</i> |
| 3:00-3:15 | Break |
| 3:15-5:15 | Text Study: Dilemmas in Leadership
<i>Mike Rosenak</i> |

FREE EVENING

TUESDAY, DECEMBER 9
10 Kislev

- 8:30-9:00 Reflections
- 9:00-11:00 Leadership: Facing Adaptive Challenges
Ron Heifetz
- 11:00-11:15 Break
- 11:15-12:45 Text Study: The Case of King Saul
Elie Holzer
- 1:00-2:00 Lunch
- 2:00-5:00 The Leader as Change Agent
Karen Barth
- 5:00-6:30 Break
- 6:30-7:30 Dinner
- 7:30-9:00 Dilemmas in Jewish Educational Leadership
Gail Dorph, Ellen Goldring

WEDNESDAY, DECEMBER 10
11 Kislev

- 8:30-9:00 Reflections
- 9:00-12:00 Promoting Resiliency for Educators
Mike Milstein
- 12:00-1:00 Lunch
- 1:00-2:30 Text Study: Dilemmas in Leadership
Mike Rosenak
- 2:30-3:00 Next Steps
Gail Dorph, Ellen Goldring

**AGENDA FOR JEWEL CONSULTATION -- DRAFT
DECEMBER 10-11, 1997**

Wednesday

- 5:00 – 5:20 **Overview of Consultation and its purposes**
Ellen Goldring
- 5:20 – 6:30 **The Concept of JEWEL**
Chair: Ellen Goldring
Presenter: Karen Barth
- 6:30- 7:30 Dinner
- 7:30- 9:00 **The Concept of JEWEL: Part 2**

Thursday

- 8:00 – 8:30 Continental Breakfast
- 8:30 – 10:30 **Leading Jewishly**
Chair: Gail Dorph
Presenters: Mike Rosenak and Elie Holzer
- 10:30- 10:45 Break
- 10:45 - 12:15 **Professional Leadership:**
Chair: Ellen Goldring
Presenter: Mike Milstein
- 12:15 – 1:00 Lunch
- 1:00 – 2:30 **Lay Leadership:**
Chair: Cippi Harte
Presenter: Judith Bloch McLaughlin
- 2:30 – 3:00 **Wrap up and Next Steps**

PARTICIPANTS

Karen Barth, Judith Bloch McLaughlin*, Gail Dorph, Ellen Goldring, Sarah Feinberg, Nellie Harris, Cippi Harte, Alan Hoffmann, Elie Holzer, Mike Milstein**, Dan Pekarsky, Nessa Rapoport, Mike Rosenak

***Judith Bloch McLaughlin** is Chair of the Harvard Seminar for New Presidents and a Lecturer on Higher Education at Harvard University. She is an expert on lay/professional leadership in higher education.

****Mike Milstein** is a professor of educational administration at the University of New Mexico and has played a key role in the development of that program's innovative approaches to administrative internships.

LEADERSHIP FORUM SUMMARY NOTES
Flip Charts from October 9th Meeting

1. What should objectives for forum be?

To create a national community of Jewish educational leaders
To create a shared vocabulary
To identify younger leadership and get them involved
To expose leaders to new/innovative ideas
To wrestle with ideas
To get Jewish leadership interested in Jewish education as a road to Jewish survival
To mobilize Jewish communal support for Jewish education

2. Who should attend?

Should this be a lay or lay/professional conference?

Lay/professional leaders of high caliber
Focus on "senior," "seasoned" participants
Great people, opinion makers, model leaders

3. What should be our strategy for planning the forum?

Create a committee of lay and professional leaders
Create a partnership with key Jewish organizations
Create a list of invitees and figure out a strategy for doing the inviting

4. What characteristics should this event have?

Clearly articulated purposes and goals
Serious, but also celebration of success
Balanced, revealing and discussing tensions and problems
Centrality of Jewish content questions
PR opportunity for CIJE
Limited number of participants
Opportunities for networking
Leadership development to follow forum
Clearly articulated next steps to follow forum

5. Next Steps:

Select Chair
Develop planning committee
Hold individual conversations with board members to gather more data to help craft forum

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Leading Jewishly:
Exploring the Intersection of
Jewish Sources
and the
Practice of Educational Leadership

December 7-10, 1997

An Institute for
Educational Leaders
In
Jewish Education
co-sponsored by

CIJE
Council for Initiatives
In Jewish Education

And

Philosophy of Education Research Center
Harvard University

The Institute

This institute uniquely addresses complex leadership issues in Jewish educational settings. The presentations, workshops and text study are designed to explore principles of leadership that can guide and inform your practice.

The Institute's program will include opportunities to:

- Study Jewish sources that explore what it means to lead Jewishly
- Examine leadership styles and how your style influences your practice
- Learn change strategies that can help you transform your institutions
- Investigate approaches to professional renewal
- Explore ways to address challenges facing educational leaders in Jewish institutions today

Why attend? You will benefit from this institute if . . .

- you want to learn about educational leadership in a specifically Jewish context
- you want to reflect upon your own leadership style
- you are open to learning in a variety of formats with challenging instructors
- you are interested in sharing ideas with colleagues from other settings and denominations

Faculty

Karen Barth is Executive Director of the Council for Initiatives in Jewish Education. Before joining CIJE, she worked as a Management Consultant at McKinsey & Company and specialized in Change Management and Innovation.

Gail Z. Dorph is Senior Education Officer for CIJE. She works at both the national and local levels on issues of building the profession of Jewish education.

Ellen B. Goldring is Associate Dean and Professor of Educational Leadership at Peabody College, Vanderbilt University. Her research examines the nature of changing forces on the work of school principals.

Ronald A. Heifetz directs the Leadership Education Project at the John F. Kennedy School of Government, Harvard University. His book, *Leadership Without Easy Answers*, is a seminal volume on addressing challenges of leadership.

Elie Holzer works at the Soloveitchik Institute in Boston, whose goal is not only to study and apply the work of Rav Soloveitchik to educating institutions, but also to develop conceptual tools, teaching strategies, and curricular materials. He also teaches at the Maimonides School.

Barry Jentz is the founder of Leadership and Learning Inc. and a lecturer at the Harvard Graduate School of Education. He consults, teaches and writes on leadership and learning in organizational settings. He has written twenty articles and monographs on this topic.

Mike Milstein is a professor of educational administration at University of New Mexico and has played a key role in the development of that program's innovative approaches to administrative internships. Among his recent books is *Changing the Way We Prepare Educational Leaders*.

Michael Rosenak is the Mandel Professor of Jewish Education at the Melton Center for Jewish Education at the Hebrew University. Among his most recent works is: *Roads to the Palace*.

The Council for Initiatives in Jewish Education

CIJE is an independent national organization dedicated to the transformation of North American Jewish life through Jewish education. We promote educational excellence by developing:

Lay and professional leadership for Jewish education.

Strategies for change in partnership with educating institutions, communities, and national organizations.

Innovative ideas for educational policy and practice.

Models of success in Jewish teaching and learning.

CIJE is committed to placing powerful Jewish ideas at the heart of our work; to bringing the best of general education to the field of Jewish education; to using rigorous research and evaluation to inform decision-making; and to working with a range of institutions, foundations, and denominations to make outstanding Jewish education a communal priority--and reality.

Philosophy of Education Research Center

The center promotes philosophical inquiry into the processes, practices, and purposes of education, both in this country and abroad. It studies major areas of the curriculum understood as outcomes of creative processes of comprehension and critical thought. The center conducts a staff seminar on its current research, sponsors a series of open colloquia on work in progress, and plans a number of public presentations by distinguished visitors on problems of education and culture.