MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.
Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.
Subseries 1: Meetings, 1990–1998.

Box 21

Folder 9

Board of Directors. 19 March 1998. Meeting book, March 1998.

March 19th, 1998

Board Meeting

Agenda

Chairman's Council

Master Schedule Control

Minutes

MASTER SCHEDULE CONTROL

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 6/4/98

- - - 1998 - - - / - - - 1999 - - -

ELEMENT	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Board of Directors Meeting 9:30 AM - 4:00 PM			N.Y. 8/10		N.Y. 10/22		N.Y. 12/3					
Chairman's Council Breakfast 8:00 AM – 9:00 AM	N.Y. 6/11				N.Y. 10/22							

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CONFIDENTIAL

MINUTES:	CIJE BOARD OF DIRECTORS MEETING
DATE OF MEETING:	March 19, 1998
DATE MINUTES ISSUED:	March 30, 1998
PARTICIPANTS:	Lester Pollack (Chair), Karen Barth, Pearl Beck, John Colman, Gail Dorph, Ellen Goldring, Nellie Harris, Cippi Harte, Stephen Hoffman, Stanley Horowitz, Karen Jacobson (sec'y), Morton L. Mandel, Charles Ratner (via phone), Esther Leah Ritz, Michael Rosenak
COPY TO:	Seymour Fox, Adam Gamoran, Lee Hendler, Annette Hochstein, Alan Hoffmann, Barry Holtz, Elie Holzer, Lisa Malik, Daniel Pekarsky, Nessa Rapoport, Susan Stodolsky

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I. Master Schedule Control

The meeting was convened at 9:30 am. Pearl Beck was welcomed to the meeting. Chuck Ratner joined the meeting by phone for the Forum discussion.

Condolences were extended to Ellen Goldring on the loss of her mother-in-law.

It was announced that on February 3rd, Nessa gave birth to a daughter, Doria Bella Rapoport Kahn. The baby weighed 7lbs, 5oz and both mother and daughter are doing well.

The first meeting of the Chairman's Council was held on February 3 in New York. Burt Lehman, Ezra Merkin, Louis Pearlmutter, and Michael Steinhardt attended. Chuck Ratner and Esther Leah Ritz were thanked for representing the Board at the meeting. It was a very fruitful meeting that engaged the participants in serious discussion about CIJE's unique contribution to the work currently being done in Jewish education. The Chairman's Council will meet two times a year to keep members apprised of our work and receive their feedback. Another meeting is being scheduled for potential members unable to attend this first meeting.

The Agenda and Master Schedule Control were reviewed. The next Board meeting will take place on June 23. An additional Board meeting scheduled for December 3, 1998 was added to the Master Schedule Control.

II. Minutes

The minutes of the February 2, 1998 meeting were reviewed and accepted.

III. D/O Liability Insurance

A proposal for the purchase of Directors and Officers insurance was presented. The policy covers employment practices claims, discrimination coverage, and wrongful acts with three options for coverage: 1, 2 or 5 million limit of liability. A motion was approved to accept the plan with the National Union Fire Insurance Co. of Pittsburgh for a 2 million limit of liability policy with an annual premium of $3.500.

Assignment Karen Jacobson will process the policy with a 2 million limit of liability and $3,500 premium.

IV. Lay Leadership Research

Pearl Beck, who has joined CIJE as a consultant on the Lay Leadership Research Project, was introduced. She is an experienced social science researcher with extensive experience in the Jewish world. She received her Ph.D. in Social Psychology from the Graduate Center of CUNY. She has served as the research director of a number of health care institutions as well as Jewish organizations and has published many articles on her research. She recently completed a research project with Charles Kadushin and Bethamie Horowitz entitled, The Roles of Women and Men on the Boards of Major American Jewish Organizations: A Research Report.

The Lay Leadership Research Project, an aspect of JEWEL, will serve as a building block for the development of a system to mobilize lay leadership for Jewish education. This study will examine the attitudes of lay people involved in Jewish education on both the local and national level, and those who are not currently involved. The long-term objective of the research is to expand the number of lay people involved in the work of Jewish education, based on the underlying assumption that a partnership of outstanding lay leaders and professionals is crucial for the improvement of Jewish education in North America.

The proposed sampling frame, research methodology, and research topics and questions were reviewed. The project will utilize three methodologies to address the research goals: in-person interviews, a survey, and focus groups. This information will be incorporated into a report describing the factors contributing to involvement and the perceived and actual impediments to involvement. The report will conclude with recommendations for recruiting lay leaders and for maintaining their interest in supporting Jewish education.

Ellen Goldring, Adam Gamoran, the Board, and staff will contribute their input to this project.

This project is linked to the development of the Forum on two levels. The research will be completed by the time of the Forum and would be used to inform its planning and other aspects of our work. The research could contribute to the curriculum of the Forum, and could be presented formally at the Forum.

The question was raised whether surveys have already been undertaken on this topic and whether they could be helpful.

Assignment Pearl Beck to conduct a thorough primary research search on the topic of lay leadership, including the 1948 Janowsky Report.

Assignment Pearl Beck to contact Robert Lewish (at the Case Western Mandel Center for Non-profit Organizations), Tom Kearns (Columbia Graduate School of Business), Rick Mahoney (Business Council on Volunteerism), and the programs at Harvard and Columbia for more information on previous work in this area.

V. Leadership Forum

Chuck Ratner, Chair of the Forum Planning Committee, (on the phone) presented an update on the committee's ongoing work.

Potential sites for the Forum were reviewed. It was decided that the Forum should be held at a major conference center in a metropolitan city.

The prospective start date of the Forum and its effects on the 1998 Workplan was addressed. If the Forum is slated for a start date in 1999, substantial pressure may be placed on our resources. The possibility of rescheduling the start date for 2000 was discussed. All planning and networking will continue as scheduled, until a final determination is reached.

Planning has begun for the formation of an advisory board comprised of lay leaders and professionals to advise on the Forum program and marketing plan. A list of invitees representing a diverse group of institutions, cities and foundations is being developed. Ideas on the program tracks were presented and discussed.

VI. New Board Members

We hope to add two board members to the current board in the near future as a part of the ongoing process to increase the size of the board. A list of potential board members based on suggestions from the board and staff members was discussed. The focus is on looking for individuals who are motivated to work with us on our mission.

Assignment Karen Barth and Lester Pollack to continue to meet with potential candidates for the board.

VII. Guiding Principles

The draft of the Guiding Principles, circulated prior to the meeting, was discussed. It is designed to be a living document, integrated into our work on all levels and undergoing change along with the organization. Specific suggestions for improvement were discussed including reworking some of the language and reorganizing the structure of the document. Our customer orientation should be reflected in the document.

VIII. Updates

A. TEI Cohorts I and III

10 of 14 members of Cohort I attended the reunion held on March 15-17. The members of the group discussed projects they are working on in their institutions and began working on the new videotape.

The recruiting stage for Cohort III is in progress. The first meeting of Cohort III will take place this July.

Issues of the journal *Religious Education* containing articles by CIJE staff and consultants were distributed.

B. TEI Video Project

The TEI Video Project is designed for the use of professional development in supplementary schools. The project materials consist of two components, the videotape and the facilitator's guide. The video is a model of the substantive work currently taking place in supplementary schools. The materials have been distributed to all 50 TEI participants with evaluation forms for feedback from facilitators and participants.

C. National Jewish High School Leadership Seminar

The first meeting of the Seminar, entitled *Spirituality and Jewish Secondary Education*, was held in Boston on March 8 – 9 with 23 lay and professional participants from 7 different communities in attendance. Participants from Orthodox, Reform and Conservative denominations and community schools attended. The challenges of dealing with a pluralistic student body were addressed. Participants were encouraged to grapple with issues of spirituality in relationship to the vision and mission of their school. Art Green, Joe Reimer, and Bernie Steinberg presented at the conference.

D. Recruiting Conference

A recruiting conference for college students was held on March 7. The conference, which was co-sponsored with the Wexner Foundation, convened at Harvard University with 72 participants from a broad range of Judaic backgrounds, drawn from the top colleges and universities in New England. The conference was extremely successful in bringing together young, bright college students and introducing them to the possibility of entering leadership roles in Jewish education.

E. Conference on Rabbinic Education

Invitations to the conference have been sent to the leaders of rabbinical school in the United States and abroad. The response has been extremely positive. A planning meeting is scheduled for May.

F. Restoring the Aleph: A Study Guide

Copies of the new study guide were distributed. The study guide project was entirely funded by Aryeh Rubin, a philanthropist who attended a CIJE Board meeting as a guest of Matthew Maryles. He was impressed with the quality and originality of Art Green`s presentation and wanted to disseminate it widely and use it as a teaching tool. The Study Guide was written to help congregants and students explore the issues and questions addressed in the essay. An initial mailing including the original essay and the accompanying study guide is going out to a total of 2009 Jewish leaders.

The meeting was adjourned at 2:20 pm.

March 19th, 1998

Board Meeting

Handouts
&
Overheads

Council for Initiatives in Jewish Education

MEMORANDUM

Date: March 10, 1998

To: CIJE Board of Directors

From: Karen A. Barth

Re: Board meeting of March 19, 1998

This is to confirm that the next meeting of the CIJE Board of Directors is scheduled to take place from **9:30 am to 4:00 pm on Thursday, March 19th** at 15 East 26 Street, in the 10th floor conference room.

The major focus of our agenda will be lay leadership research, the Leadership Forum, new board members, and Guiding Principles.

Enclosed are items for your review prior to the meeting:

1. Minutes.
   The minutes from the February 2, 1998 Board meeting are attached.

2. Guiding Principles Document.

Please note that because Nessa Rapoport is on maternity leave, no Publications Update is enclosed. We are delighted to announce that Doria Bella Rapoport Kahn was born on February 3rd to Nessa and her husband, Tobi Kahn.

If you have not done so already, please call Chava Werber at 212-532-2360, Ext. 11, to indicate your attendance plans.

We look forward to an interesting discussion.

15 East 26th Street, New York, NY 10010-1579 • Phone: (212)532-2360 • Fax: (212)532-2646

CONFIDENTIAL

MINUTES:	CIJE BOARD OF DIRECTORS MEETING
DATE OF MEETING:	February 2, 1998
DATE MINUTES ISSUED:	February 23, 1998
PARTICIPANTS:	Lester Pollack (Chair), Karen Barth, Gail Dorph, Ellen Goldring, Cippi Harte, Lee Hendler, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Karen Jacobson (sec'y), Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Michael Rosenak
COPY TO:	Pearl Beck, John Colman, Seymour Fox, Adam Gamoran, Nellie Harris, Annette Hochstein, Stephen Hoffman, Elie Holzer, Lisa Malik, Morton L. Mandel, Nessa Rapoport, Susan Stodolsky, Henry Zucker

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I. Master Schedule Control

The meeting was convened at 9:30 am. Alan Hoffmann, Barry Holtz and Michael Rosenak, guests from Israel, were welcomed to the meeting.

Condolences were extended to Dan Pekarsky and his family on the death of his mother and to John Colman, who was unable to attend the meeting due to the loss of his sister. The following attendance updates were made: Nessa Rapoport has begun her maternity leave; Adam Gamoran is on sabbatical in Israel for the remainder of the year; Dan Bader has officially resigned from the Board of Directors, due to scheduling difficulties. Mort Mandel and Steve Hoffman were also unable to attend.

The Agenda and Master Schedule Control were reviewed. The next Board meeting will take place in six weeks on March 19, with a gap until June 23 for the subsequent meeting. The first meeting of the Chairman's Council will be held on February 3 in New York.

II. Minutes

The minutes of the December 3, 1997 meeting were reviewed, corrected, and accepted.

III. 1998 Budget

The proposed 1998 budget was presented. We are currently operating under tentative budget approval from the Chair and Founding Chair for 1998, pending Board ratification of the 1998 budget.

The budget reflects the project-based structure of the strategic plan. The 1998 Workplan, originally containing 36 projects, has been tightly focused and condensed to 15 key projects in three areas: Leadership Development (JEWEL), R & D, and Consulting Firm Without Walls (CFWW).

The proposed 1998 projects were reviewed. Project areas have undergone substantial growth in the 1998 Workplan, including absorbing the start-up costs for the Forum, JEWEL, CFWW, and hiring a full-time fundraiser.

Incorporated under the leadership development umbrella are established JEWEL leadership projects, such as TEI, and new initiatives including: the Leadership Forum, the National Jewish High School Leadership Seminar, the Rabbinic Education Conference, and the Evaluation Institute. TEI commands a large percentage of the budget because it is a keystone program. TEI's curriculum for teacher training, will become a cornerstone of JEWEL.

The research projects under Research and Development are important for further developing our strategies and our philosophy of educational change. The think tank on institutional change will serve as a school of thought for CFWW.

On the Workplan for CFWW in 1998 are the development of a business plan and the hiring of a project leader. Three consulting pilot projects currently led by CIJE staff, Torah Umesorah, JTS and She'arim, will serve as a model for CFWW, developing CIJE techniques for consulting. In the Professors Group, 19 of the 22 members are currently doing consulting work referred to them by CIJE, which will be grouped under CFWW.

Located under Administration are costs for the Board and staff meetings and fundraising. Direct costs of travel, supplies, and other project-related expenses are reflected directly on the project lines.

The run rate of the last quarter of 1997 had increased from that of the previous three quarters of the year. This was attributed to additional staff members hired at the end of 1997, the move to a larger office, and moving the controller/financial position and operations to New York.

Funding will be sought for specific projects from new sources as well as from established sources. Growth in project areas will be funded by increasing the contributions from current funders and well as commitments already received from others. The gap currently is at $350,000 for which new funding will be needed.

Staffing for 1998 was reviewed. Two and a half new positions are projected for 1998. The first is a research/evaluation director to manage our research projects as well as to evaluate each of our programs. The second position will be a full-time fundraiser; finally a half-time position which will be shared with CAPE will be a recruiter. The total senior staff count will be 10 ½ and 8 support staff. This number can be accommodated in the existing office space.

Three main mechanisms are in place for control and supervision of the budget: 1) the budget for individual projects will be supervised by the project manager who will receive monthly budget reports reflecting projected and actual expenditures; 2) Quarterly budgets vs. actual reports; 3) Specific events budgets to track projects and ongoing project expenditures.

After the discussion, the Board ratified the 1998 budget.

IV. JEWEL Planning

Michael Rosenak, Mandel Professor of Jewish Education at the Melton Centre at Hebrew University, led a text study session on a portion of Nevi'im (II Kings, Chapter 5). The text related to our work on "what it means to lead Jewishly." This study session is an example of the type of text learning that is part of the planning process for JEWEL.

Ellen Goldring presented the planning process for JEWEL. Its goal will be to provide an integrated approach to the recruitment, placement, and development of senior lay and professional leaders. The organization's three functions—recruitment and placement, preparation and development, and planning for personnel needs—would be closely linked. JEWEL would be geared to current and potential lay and professional leaders, bringing in leaders that are already involved and use a mentoring/assessment/training model to further develop their knowledge and skills.

Phase 1 of the planning process, which has already begun, seeks to clarify the objectives and educational philosophy of JEWEL as well as to refine our existing JEWEL pilots. In Phase 2, beginning in September 1998, a business plan for JEWEL will be developed and a flagship long-term program for senior Jewish leaders will be designed and implemented. Additional questions to be defined in the planning process are: Will JEWEL grant a degree or other academic credit? Will JEWEL programs be tailored for individuals? The discussion on the JEWEL planning process will be continued at future meetings.

V. Leadership Forum

The Forum Planning Committee members include: Chuck Ratner, Cippi Harte, Karen Barth, John Colman, Gail Dorph, Lee Hendler, Steve Hoffman, and Esther Leah Ritz.

Chuck Ratner, Chair of the Forum Planning Committee, presented a report on the work of the committee. The goals of the Forum were reviewed, and brought to the Board for feedback and approval. The best means for achieving the long-term project goal was defined as attracting those participants with the capacity to affect change in their communities. It was decided that our approach should be to attract "stars" and future stars and that representation from institutional, communal, and national spheres is paramount. The committee recommended that the forum target lay and professional leaders regardless of position, with particular focus on communal leadership from lay communities. The goal is to have 200-300 participants at the March 1999 conference. Additional groups of individuals, institutions, and foundations will be consulted to solicit ideas and input on the planning process. These "spheres" will serve as a sounding board for the planning process. Discussion on the theme, approach, and foundation involvement are on the agenda of the upcoming committee meeting and will be brought back to the Board at a future meeting.

VI. Updates

A. Chairman's Council

The first meeting of the Chairman's Council will take place in New York on the morning of February 3, 1998. The group is comprised of key leaders who are interested in working with CIJE but do not have the time to commit to participate on the Board level. The strategic plan, CIJE's current activities and a draft of the CIJE brochure will be reviewed at the meeting. A second meeting will be held in the upcoming months.

B. Policy Brief

The Policy Brief on Professional Development will be published in the upcoming year. The Policy Brief will contain a portrait of the current state of professional development in Jewish education as compared with the state-of-the-art practices in general education. It will include the underlying assumptions, elements, structural characteristics and specific practices of good professional development, including a statement on what professional development should look like in a Jewish school as well as a plan for action-recommended strategy. The conclusions are based on research from the three lead communities as well as ideas developed from TEI.

C. National Jewish High School Leadership Seminar

Led by Dan Pekarsky with Daniel Lehmann, Headmaster of the New Jewish High School of Greater Boston, the Seminar will be an ongoing cross-denominational study group for the lay and professional leaders of Jewish High Schools from across North America. The seminar is designed as an opportunity for the leaders of these schools to wrestle with basic concepts of purpose and to examine the critical questions involved in the creation and implementation of a Jewish high school. A small meeting of Community High School leaders was held in February 1997 to gauge the interest in such a group.

The first meeting of the expanded group, including 30 lay and professional leaders from 9 different institutions, will take place in Boston on March 8 and 9, organized around issues of spirituality, especially in a pluralistic environment.

D. Leadership Seminar at Harvard

The Leadership Seminar entitled, "Leading Jewishly: Exploring the Intersection of Jewish Sources and the Practice of Educational Leadership," was held on December 7-10 at Harvard University with 72 participants in attendance from a broad range of communities. The feedback from participants was extremely positive. They described the Seminar as a powerful experience that they would bring back to their work in their communities.

E. Recruiting Conference
Organized by The Wexner Foundation and CIJE, the conference will be held in Boston on March 7 and 8. It is designed to reach out to college students, to encourage them to consider careers in Jewish education.

F. CIJE Brochure
A black and white draft of CIJE's brochure was distributed. The brochure is scheduled for publication in the upcoming months.

The meeting was adjourned at 3:00 pm.

CIJE GUIDING PRINCIPLES

How we work to revitalize Jewish education in North America

- Continually define and refine a paradigm of Jewish education and of institutional change, "a school of thought" that is the foundation of our work

Compare
this to

- Focus on outcomes and on demonstrating the successful application of this "school of thought"
- Use a fact-based problem-solving approach
- Apply an "educational approach" to every aspect of our work
- Bring powerful ideas from the fields of Jewish education, Jewish studies, Business, General education as well as other fields, to bear on the problems of Jewish education
- Infuse and inform our work with Jewish content
- Create partnerships with other organizations, wherever and whenever appropriate

How we operate internally

- Adhere to the highest standards of professional and ethical practices
- Base our operations on serious reflection based in Jewish texts and ideas
- Create a lay/professional partnership always guided by decisions and direction set by the Board

+ listening
carefully to
community
the people out
there.

- Work in a team-based, collegial manner
- Invest in the development of staff at all levels
- Model excellence in organizational management
- Move into new areas only when we have superior leadership and a responsible funding plan
- Create a reflective, self-evaluative culture

CHAIRMAN'S NOTES
CIJE BOARD MEETING
MARCH 19, 1998

9:30 INTRODUCTION

Everyone is expected to attend except Nessa (still on maternity leave), Chuck (work conflict but will join by phone for Forum discussion), and Lee (on vacation with family). On February 3, the day after the last Board meeting, Nessa gave birth to a daughter, Doria Bella, she weighed 7lbs, 5oz and both mother and daughter are doing well. Condolences are in order for Ellen Goldring on the loss of her mother-in-law who died two weeks ago in Israel.

Pearl Beck is joining us as a guest today. Pearl has been retained as a consultant to do some research for CIJE. She is an experienced social science researcher with extensive experience in the Jewish world.

9:45 MASTER SCHEDULE CONTROL [TAB 1]

You may want to remind everyone that the next meeting is not taking place until June 23.

You may want to thank Chuck and Esther Leah for staying last time for the Chairman's Council meeting. You might want to report on who attended (Steinhardt, Pearlmutter, Merkin, Lehman) and say a few words about how the meeting went. You may also want to mention that we are in the process of scheduling another meeting for the people who could not attend the first one.

9:50 MINUTES [TAB 2]

Turn the meeting over to Karen Jacobson who will read an abbreviated version of the minutes. Board members can follow along in Tab 2. But remember that she is reading an edited version.

10:05 D&O INSURANCE [TAB 4]

Turn meeting over to Karen Barth who will present a proposal for the purchase of Directors and Officers insurance. You may want to ask for an official motion and a vote on this.

10:15 LAY LEADERSHIP RESEARCH [TAB 4a]

Turn the meeting over to Karen Barth who will introduce Pearl Beck. Pearl's resume and materials on the lay leadership research project can be found in Tab 4a.

11:15 FORUM REPORT [TAB 4b]

Turn the meeting over to Chuck (who will be on the phone for just this part of the meeting) and Cippi who will report on the work of the Forum planning committee.

12:15 LUNCH

1:00 DISCUSSION OF NEW BOARD MEMBERS [TAB 4c]

You may want to say a few words about the need to increase our numbers. This will clearly be an ongoing process but we hope to add to our ranks at least two people in the near future. You could report on Phil Margolius and then ask people to turn to the list that the staff has prepared based on suggestion from Board members, staff members and outsiders. It would be good to talk not only about the specific names, but also about the types they represent (e.g. do we want a college President on our Board?)

1:30 GUIDING PRINCIPLES [TAB 4d]

Everyone has received a draft of the guiding principles. This is clearly going to be an ongoing process with many revisions. A later version is in the book under Tab 4d. Karen Barth will lead the discussion.

2:15 UPDATES [TAB 4e]

Turn the meeting over to Karen Barth who will call on people to give updates as follows:

1) TEI cohort I and cohort III – Gail
2) TEI Video tape project – Nellie
3) Community Day High School Project – Nellie
4) Recruiting Conference – Karen Barth
5) Conference on Rabbinic Education – Karen Barth
6) Synagogue Change Project – Karen Barth

3:00 ADJOURN

March 19th, 1998

Board Meeting

Content of Books

AON FINANCIAL SERVICES GROUP, INC.

PREMIUM QUOTATION

INSURED: COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

CARRIER: NATIONAL UNION FIRE INSURANCE CO. OF PITTSBURGH

COVERAGE: ***NON-PROFIT DIRECTORS & OFFICERS***

EFFECTIVE DATE: OPEN – ONE YEAR POLICY TERM

LIMIT OF LIABILITY:

[illegible]	[illegible]	[illegible]
$1MM	$5,000	$2,330
$2MM	$5,000	$3,500
$5MM	$10,000	$5,900

TERMS: NOT FOR PROFIT PROTECTOR

ENDORSEMENTS:
NEW YORK AMENDATORY
NUCLEAR EXCLUSION
CAPTIVE COMPANY EXCLUSION (MAY BE DELETED WITH WARRANTY STATEMENT)
COMMISSION EXCLUSION (MAY BE DELETED WITH QUESTIONNAIRE)
CONVERSION ENDORSEMENT TO THE NOT FOR PROFIT PROTECTOR

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HIGHLIGHTS

- ▲ Broadest definition of "Insured", including:
  - ▲ Organization
  - ▲ Directors
  - ▲ Officers
  - ▲ Employees
  - ▲ Committee Members
  - ▲ Volunteers
  - ▲ Faculty Members
  - ▲ Department Heads
- ▲ Broadest employment practices liability coverage, including:
  - ▲ Broadest definition of "Employment Practices Claim"
- ▲ Non-employment discrimination coverage—covers discrimination and sexual harassment claims brought by third parties (e.g. students, patients), whether brought individually or as a class[1]
- ▲ Broadest definition of "Wrongful Act", including:
  - ▲ Employment practices claims
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  - ▲ Third party ("non-employment discrimination") claims
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  - ▲ 100% retention reimbursement upon a finding of "No Liability"
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[1] First time coverage offered in one policy form.
[2] All past and present subsidiaries are covered regardless of asset size as of the time of policy inception. Automatic coverage is extended to those acquired during the policy period subject to an asset limitation or subject to underwriting review and payment of additional premium.
[3] Subject to the policy's limit of liability.
[4] Where insurable under law.

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NATIONAL UNION℠

The AIG policy described may not be available in all states, and the description thereof is not a complete description or a complete list of all policy terms, conditions and exclusions. Note that certain terms in this highlight sheet are defined in the policy. Please see the policy for a complete description of its scope and limitations of coverage.

AMERICAN INTERNATIONAL COMPANIES®

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As seen the week of

JULY 14, 1997

740 North Rush Street, Chicago IL 60611 (312) 649-5319

Non-profit D&O exposure up

By MICHAEL PRINCE

Not-for-profit doesn't mean not-to-be-sued.

More lawsuits are being filed against directors and officers of U.S. non-profit organizations, a recent survey indicates.

Thirty-six percent of non-profits surveyed reported a D&O claim during the period 1987 through 1996, according to Watson Wyatt Worldwide. That is more than double the 17% that had faced a claim in the 10-year period prior to the 1993 Watson Wyatt survey.

Among the non-profits that responded to the survey, the average was 1.78 D&O claims per organization, the survey showed.

The Bethesda, Md.-based consulting firm surveyed 726 U.S. non-profit organizations, 119 of which have assets exceeding $1 billion. These organizations include health care companies, public and private colleges and universities, foundations, museums and social welfare organizations. Fifty-seven percent of those surveyed are privately run.

While non-profits of all sizes experienced an increase in claims filed against them, organizations with total assets of less than $30 million saw the most dramatic increase. Twenty-one percent of such organizations reported D&O claims in the new survey, compared with 6% in 1993.

For organizations with assets between $30 million and $100 million, those reporting claims rose to 26% last year from 11% in 1993. For those with $100 million to $400 million in assets, the figures rose to 44% from 25% in the same period, while those with assets of more than $400 million to $1 billion rose to 48% from 35%. The largest organizations—with assets of more than $1 billion-saw claims climb to 54% from 40%.

By type of non-profit, health care organizations saw the greatest increase in claims since 1993. Forty-five percent of the health care non-profits surveyed reported claims last year, compared with 11% in 1993.

Private schools saw an increase in claims from 27% to 38%, claims against public schools rose to 36% from 20%, and for all other types of non-profit organizations, the claims increased to 22% from 14%, the survey reported.

The most frequent claims involve employment practices. They are in two categories: claims concerning wrongful termination, which account for 25% of all claims filed against non-profits; and claims alleging discrimination against current, past or prospective employees, totaling 23%.

"The employment practices liability exposure continues to be the driving force behind the dramatic increase in D&O claims made against health care organizations, educational institutions and other non-profits," the survey report states.

Claim payments overall averaged $376,178, a decrease from the $457,000 respondents reported in 1993. However, for the largest block of claims, employment liability, the cost of an average payment more than doubled, to $275,000 last year from $107,500 reported in 1993.

The employment practices figures are "a very good representation of where the trend of costs actually lie," said Mark Larsen, a Watson Wyatt consultant in Chicago and the survey author.

The dramatic increase in aver-age employment liability payments reflects changes in federal law also affecting for-profit companies, Mr. Larsen said. The most significant change is the passage of the Civil Rights Act of 1991, which permits plaintiffs to request punitive damages and seek a jury trial for discrimination suits in federal court.

Another reason for the uptick in claims is that more organizations have insurance policies that cover not only the directors and officers but the entity as well. That leads to more claims being covered by D&O insurance and the surveyed organizations reporting more D&O claims.

"When coverage is broader, we find out about more claims," he said.

Despite the increase in claims, "pricing has remained stable or even been reduced in many cases," the study states.

The recent study shows that 81% of surveyed organizations had purchased D&O insurance in 1996, compared with 80% of the respondents to the 1993 survey. These policies covered 65% of the 1,290 claims reported by respondents in the new survey between 1987 and 1996. Another 16% of the claims fell within deductibles. Only 2% of claims reported were found to be uninsurable under the terms of the policy.

Public schools were the least-covered entity, with only 60% of those surveyed saying they had D&O coverage. Mr. Larsen found that figure disturbing. He noted that 55% of the public schools that did not purchase D&O coverage said they thought state sovereign immunity laws would protect them. But because the majority of D&O claims are employment suits under federal law, he said, sovereign immunity will not protect these schools.

"It is simple enough to establish that discrimination, harassment and even many termination claims are federal claims, and thus state laws providing indemnification would be inapplicable," the study states.

"It's possibly a position that institutions ought to rethink, given the rise of employment-related claims and the statutes being cited with those claims, namely federal statutes," Mr. Larsen said.

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Copies of the survey, "1996/1997 Watson Wyatt's Non-Profit Organization Directors and Officers Liability Survey," are available for $300 each from Mark Larsen, 312-704-2500; e-mail: mark_larsen@watson-wyatt.com.

AMERICAN INTERNATIONAL COMPANIES®

NOT-FOR-PROFIT INDIVIDUAL AND ORGANIZATION INSURANCE POLICY INCLUDING EMPLOYMENT PRACTICES LIABILITY INSURANCE

NOT-FOR-PROFIT PROTECTOR

- ☐ AIU Insurance Company
- ☐ American International South Insurance Company
- ☐ Birmingham Fire Insurance Company of Pennsylvania
- ☐ Granite State Insurance Company
- ☐ Illinois National Insurance Co.
- ☐ National Union Fire Insurance Company of Pittsburgh, Pa.
- ☐ National Union Fire Insurance Company of Louisiana
- ☐ New Hampshire Insurance Company

(each of the above being a capital stock company)

NOTICE: EXCEPT TO SUCH EXTENT AS MAY OTHERWISE BE PROVIDED HEREIN, THE COVERAGE OF THIS POLICY IS GENERALLY LIMITED TO LIABILITY FOR ONLY THOSE CLAIMS THAT ARE FIRST MADE AGAINST THE INSUREDS DURING THE POLICY PERIOD AND REPORTED IN WRITING TO THE INSURER PURSUANT TO THE TERMS HEREIN. PLEASE READ THE POLICY CAREFULLY AND DISCUSS THE COVERAGE THEREUNDER WITH YOUR INSURANCE AGENT OR BROKER.

NOTICE: THE LIMIT OF LIABILITY AVAILABLE TO PAY JUDGMENTS OR SETTLEMENTS SHALL BE REDUCED BY AMOUNTS INCURRED FOR LEGAL DEFENSE. AMOUNTS INCURRED FOR LEGAL DEFENSE SHALL BE APPLIED AGAINST THE RETENTION AMOUNT.

NOTICE: THE INSURER DOES NOT ASSUME ANY DUTY TO DEFEND. HOWEVER THE INSUREDS MAY UNDER CERTAIN CONDITIONS TENDER THE DEFENSE OF A CLAIM. IN ALL EVENTS, THE INSURER MUST ADVANCE DEFENSE COSTS PAYMENTS PURSUANT TO THE TERMS HEREIN PRIOR TO THE FINAL DISPOSITION OF A CLAIM.

DECLARATIONS

ITEM 1. NAMED ORGANIZATION:

MAILING ADDRESS:

STATE OF INCORPORATION OF THE NAMED ORGANIZATION:

ITEM 2. SUBSIDIARY COVERAGE: any past, present or future Subsidiary of the Named Organization

ITEM 3. POLICY PERIOD: From: To:
(12:01 A.M. standard time at the address stated in Item 1.)

ITEM 4. LIMIT OF LIABILITY: $ ______________________ aggregate for each Policy Year Coverages A, B and C combined (including Defense Costs)

ITEM 5. RETENTION:

A. Judgments, Settlements and Defense Costs (Non-Indemnifiable Loss or Indemnifiable Loss incurred solely by Organizations in Financial Insolvency) None

B. Judgments, Settlements and Defense Costs
(Coverage C and all other Indemnifiable Loss)

$ ____________________
for Loss arising from Claims alleging the same Wrongful Act or related Wrongful Acts (waivable under Clause 6 in certain circumstances)

ITEM 6. CONTINUITY DATES:

A. Coverages A and B: ____________

B. Coverage C: ____________

ITEM 7. A. PREMIUM: 1Year Premium $ ____________

3 Year Premium Prepaid $ ____________

3 Year Installments payable each anniversary

1st $ ________ inception

2nd $ ________

3rd $ ________

B. ADDITIONAL PREMIUM FOR PUNITIVE, EXEMPLARY AND MULTIPLIED DAMAGES

$ ____________ (included in above) (No punitive damages coverage provided [])

ITEM 8. NAME AND ADDRESS OF INSURER ("Insurer"):
(This policy is issued only by the insurance company indicated below.)

____

____

____

SPECIMEN

IN WITNESS WHEREOF, the Insurer has caused this policy to be signed on the Declarations Page by its President, a Secretary and a duly authorized representative of the Insurer.

______________________ PRESIDENT

______________________ SECRETARY

______________________ AUTHORIZED REPRESENTATIVE

______________________ COUNTERSIGNATURE DATE

______________________ COUNTERSIGNED AT

AMERICAN INTERNATIONAL COMPANIES®

NOT-FOR-PROFIT INDIVIDUAL AND ORGANIZATION INSURANCE POLICY INCLUDING EMPLOYMENT PRACTICES LIABILITY INSURANCE

NOT-FOR-PROFIT PROTECTOR

In consideration of the payment of the premium, and in reliance upon the statements made to the Insurer by application forming a part hereof and its attachments and the material incorporated therein, the insurance company designated in Item 8 of the Declarations, herein called the "Insurer", agrees as follows:

1. INSURING AGREEMENTS

COVERAGE A: INDIVIDUAL INSURED INSURANCE

This policy shall pay on behalf of each and every Individual Insured Loss arising from a Claim first made against such Individual Insured during the Policy Period or the Discovery Period (if applicable) and reported to the Insurer pursuant to the terms of this policy for any actual or alleged Wrongful Act in his/her respective capacities as an Individual Insured of the Organization, except when and to the extent that the Organization has indemnified the Individual Insured. The Insurer shall, in accordance with and subject to Clause 8, advance Defense Costs of such Claim prior to its final disposition.

COVERAGE B: ORGANIZATION INDEMNIFICATION REIMBURSEMENT INSURANCE

This policy shall pay on behalf of the Organization Loss arising from a Claim first made against an Individual Insured during the Policy Period or the Discovery Period (if applicable) and reported to the Insurer pursuant to the terms of this policy for any actual or alleged Wrongful Act in his/her respective capacities as an Individual Insured of the Organization, but only when and to the extent that the Organization has indemnified such Individual Insured for such Loss pursuant to law, common or statutory, or contract, or the Charter or By-laws of the Organization duly effective under such law which determines and defines such rights of indemnity. The Insurer shall, in accordance with and subject to Clause 8, advance Defense Costs of such Claim prior to its final disposition.

COVERAGE C: ORGANIZATION ENTITY COVERAGE

This policy shall pay on behalf of the Organization Loss arising from a Claim first made against the Organization during the Policy Period or the Discovery Period (if applicable) and reported to the Insurer pursuant to the terms of this policy for any actual or alleged Wrongful Act of the Organization. The Insurer shall, in accordance with and subject to Clause 8, advance Defense Costs of such Claim prior to its final disposition.

DEFENSE PROVISIONS

The Insurer does not assume any duty to defend; provided, however, the Named Organization may at its sole option and in accordance with Clause 8, tender to the Insurer the defense of a Claim for which coverage is provided by this policy. Regardless of whether the defense is so tendered, the Insurer shall advance Defense Costs (excess of the Retention amount) of such Claim prior to its final disposition. Selection of counsel to defend a "Class Action Claim" as defined in Clause 9, shall be made in accordance with Clause 9 of the policy.

2. DEFINITIONS

(a) "Affiliate" shall mean any not for profit organization other than a Subsidiary which:

(1) the Named Organization or any Subsidiary controls or otherwise has the ability to direct the financial or managerial decisions of such entity, whether through the operation of law, contract or agreement, stock ownership or membership, charter, articles of incorporation, or by-law provisions; or

(2) is granted by contract the right to control the financial or managerial decisions of the Organization or any Subsidiary.

Provided, however, that such coverage as is provided by sections (1) and (2) above shall be limited solely to Wrongful Acts occurring in the course of the exercise of such control of financial or managerial decisions.

(b) "Claim" means

(1) a written demand for monetary relief; or

(2) a civil, criminal, regulatory or administrative proceeding for monetary or non-monetary relief which commenced by:

(i) service of a complaint or similar pleading; or
(ii) return of an indictment (in the case of a criminal proceeding); or
(iii) receipt or filing of a notice of charges; or

(3) any request to toll or waive any statute of limitations.

The term "Claim" shall include an Employment Practices Claim, provided however, that in no event shall th term "Claim" include any labor or grievance proceeding which is subject to a collective bargaining agreement

(c) "Continuity Date" means the date set forth in:

(1) Item 6A of the Declarations with respect to all coverages other than Coverage C; or

(2) Item 6B of the Declarations with respect to Coverage C only.

(d) "Defense Costs" means reasonable and necessary fees, costs and expenses consented to by the Insure (including premiums for any appeal bond, attachment bond or similar bond, but without any obligation to apply for or furnish any such bond) resulting solely from the investigation, adjustment, defense and appeal of a Claim against the Insureds, but excluding salaries of Individual Insureds.

(e) "Employee(s)" means any past, present or future employee of the Organization, whether such employee is in a supervisory, co-worker or subordinate position or otherwise, including any full-time, part-time, seasonal and temporary Employee of the Organization in his or her capacity as such.

(f) "Employment Practices Claim" means a Claim alleging an Employment Practices Violation.

(g) "Employment Practices Violation(s)" means any actual or alleged:

(1) wrongful dismissal, discharge or termination (either actual or constructive) of employment, including breach of an implied contract;

(2) harassment (including sexual harassment, whether "quid pro quo", hostile work environment or otherwise);

(3) discrimination (including but not limited to discrimination based upon age, gender, race, color, national origin, religion, sexual orientation or preference, pregnancy, or disability);

(4) Retaliation (including lockouts);

(5) employment-related misrepresentation(s) to an Employee or applicant for employment with the Organization;

(6) employment-related libel, slander, humiliation, defamation or invasion of privacy;

(7) wrongful failure to employ or promote;

(8) wrongful deprivation of career opportunity, wrongful demotion or negligent Employee evaluation, including the giving of negative or defamatory statements in connection with an employee reference;

(9) wrongful discipline;

(10) failure to grant tenure or practice privileges;

(11) failure to provide or enforce adequate or consistent organization policies or procedures relating to any Employment Practices Violation;

(12) violation of an individual's civil rights relating to any of the above,

but only if the Employment Practices Violation relates to an Individual Insured, or applicant for employment, with the Organization or an Outside Entity, whether direct, indirect, intentional or unintentional.

(h) "Financial Insolvency" means: (1) entering into proceedings in bankruptcy or (2) becoming a debtor in possession; or (3) the taking of control, the supervision of, or the managing or liquidating the financial affairs of such entities by a receiver, conservator, liquidator, trustee, rehabilitator, or similar official.

(i) "Individual Insured(s)" means a past, present or future duly elected or appointed director, officer, trustee, trustee emeritus, executive director, department head, committee member (of a duly constituted committee of the Organization), staff or faculty member (salaried or non-salaried), Employee or volunteer of the Organization. Coverage will automatically apply to all new persons who become Individual Insureds after the inception date of this policy.

(j) "Insured(s)" means the Organization and all Individual Insureds.

(k) "Loss" means damages (including back pay and front pay), judgments, settlements, pre- and post-judgment interest, the multiple or liquidated damages awards under the Age Discrimination in Employment Act and the Equal Pay Act and Defense Costs; however, Loss shall not include: (1) any amount for which the Insureds are not financially liable or which are without legal recourse to the Insureds; (2) employment-related benefits, stock options, perquisites, deferred compensation or any other type of compensation other than salary, wages or bonus compensation; (3) any liability or costs incurred by any Insured to modify any building or property in order to make said building or property more accessible or accommodating to any disabled person, or any liability or costs incurred in connection with any educational, sensitivity or other corporate program, policy or seminar relating to an Employment Practices Claim; or (4) matters which may be deemed uninsurable under the law pursuant to which this policy shall be construed.

If an additional premium is stated in Item 7B of the Declarations page, then Loss shall specifically include, (subject to the policy's other terms, conditions and exclusions punitive, exemplary and multiple damages. It is further understood and agreed that the enforceability of the foregoing coverage shall be governed by such applicable law which most favors coverage for punitive, exemplary and multiple damages. If an additional premium is not stated in Item 7B of the Declarations, then Loss shall not include punitive, exemplary damages or the multiplied portion of multiple damages. In all events, coverage shall not be provided to any particular Insured who has been adjudicated to have obtained a profit or advantage or committed fraudulent or dishonest act or a willful violation of any statute, rule or law.

(l) "No Liability" means: (1) a final judgment of no liability obtained prior to trial, in favor of all Insureds, by reason of a motion to dismiss or a motion for summary judgment, after the exhaustion of all appeals; or (2) a final judgment of no liability obtained after trial, in favor of all Insureds, after the exhaustion of all appeals. In no event shall the term "No Liability" apply to a Claim made against an Insured for which a settlement has occurred.

(m) "Non-Employment Discrimination" means any actual or alleged sexual harassment or unlawful discrimination, as described in paragraphs (2) and (3) of the definition of Employment Practices Violation, or the violation of the civil rights of a person relating to such sexual harassment or discrimination, when such acts are alleged to be committed against anyone other than an Individual Insured, or applicant for employment with the Organization or an Outside Entity, including, but not limited to: students, patients, members, customers and suppliers.

(n) The "Organization" means: (1) the Named Organization designated in Item 1 of the Declarations; (2) any Subsidiary thereof; and (3) any Affiliate thereof listed by endorsement to this policy.

(o) "Outside Entity" means a not-for-profit organization, other than a Subsidiary or listed Affiliate, on which an Individual Insured serves, at the specific written request of the Organization, as a director, trustee, trustee emeritus or governor. Such coverage as is provided by this policy shall be specifically excess of any insurance in force as respects such Outside Entity and any indemnification provided by such Outside Entity.

(p) "Policy Period" means the period of time from the inception date shown in Item 3 of the Declarations to the earlier of the expiration date shown in Item 3 of the Declarations or the effective date of cancellation of this policy.

(q) "Policy Year" means a period of one year, within the Policy Period, commencing each year on the day and hour first named in Item 3. of the Declarations, or if the time between the effective date or anniversary and termination of the Policy is less than one year, then such lesser period.

(r) "Related Wrongful Acts" shall mean Wrongful Acts which are the same, related or continuous, or Wrongful Acts which arise from a common nucleus of facts. Claims can allege Related Wrongful Acts regardless of whether such Claims involve the same or different claimants, Insureds or legal causes of action.

(s) "Retaliation" means a Wrongful Act of an Insured relating to or alleged to be in response to any of the following activities: (1) the disclosure or threat of disclosure by an Employee to a superior or to any governmental agency of any act by an Insured which is alleged to be a violation of any federal, state, local or foreign law, common or statutory, or any rule or regulation promulgated thereunder; (2) the actual or attempted exercise by an Employee of any right that such Employee has under law, including rights under worker's compensation laws, the Family and Medical Leave Act, the Americans with Disabilities Act or any other law relating to employee rights; (3) the filing of any claim under the Federal False Claims Act or any other federal, state, local or foreign "whistle-blower" law; or (4) Employee strikes.

(t) "Subsidiary" means:

a) any organization which, on or before the inception of the Policy Period, the Organization owns more than fifty percent (50%) of the voting interest, either directly, or indirectly through one or more of its Subsidiaries, or has, on or before the inception of the Policy Period, the right to elect or appoint more than fifty percent (50%) of the voting directors, or trustees, either directly or indirectly through one or more of its Subsidiaries;

b) automatically any not for profit organization which becomes a Subsidiary during the Policy Period and where the book value of such entity's assets determined in accordance with Generally Accepted Accounting Principles ("GAPP") totals less than 30% of the similarly calculated assets of the Named Organization as of the inception date of the Policy Period; or

c) any for profit organization which becomes a Subsidiary during the Policy Period and where the book value of such entity's assets determined in accordance with "GAPP" totals less than 20% of the similarly calculated assets of the Named Organization as of the inception date of the Policy Period.

With regard to paragraphs b) and c) above, the Named Organization shall provide the Insurer with full particulars of the Subsidiary before the end of the Policy Period.

Any organization which becomes a Subsidiary during the Policy Period but exceeds the asset limitations stated in b) or c) above, (hereinafter "New Subsidiary") shall be provided coverage under this policy, but only upon the condition that within 90 days after the date of its becoming a Subsidiary, the Named Organization shall have provided the Insurer with full particulars of the New Subsidiary and agreed to any additional premium or amendment of the provisions of this policy required by the Insurer relating to such New Subsidiary. Further, such coverage as shall be afforded to the New Subsidiary is conditioned upon the Named Organization paying when due any additional premium required by the Insurer relating to such New Subsidiary.

An organization becomes a Subsidiary when the Named Organization owns more than fifty percent (50%) of the voting interest, either directly, or indirectly through one or more of its Subsidiaries, or has, on or before the inception of the Policy Period, the right to elect or appoint more than fifty percent (50%) of the voting directors, or trustees, either directly or indirectly through one or more of its Subsidiaries.

In all events, such coverage as is afforded under this policy with respect to a Claim made against any Subsidiary, or any Individual Insured of a Subsidiary, shall only apply for Wrongful Acts committed or allegedly committed after the effective time that such Subsidiary became a Subsidiary and prior to the time that such Subsidiary ceased to be a Subsidiary.

(u) "Wrongful Act" means:

(1) with respect to Individual Insureds, any breach of duty, neglect, error, misstatement, misleading statement, omission or act by such Insureds in his/her respective capacities as such, or any matter claimed against such Individual Insured solely by reason of his/her status as Individual Insureds of the Organization;

(2) with respect to the Organization under Coverage C, any breach of duty, neglect, error, misstatement, misleading statement, omission or act by or on behalf of the Organization;

(3) with respect to service on an Outside Entity, any matter claimed against such Individual Insureds arising out of such Insured serving as a director, trustee, trustee emeritus or governor of an Outside Entity in such capacity, but only if such service is at the specific written request or direction of the Organization;

(4) With respect to both the Individual Insureds and the Organization and subject to paragraphs 1, 2 and 3 above, "Wrongful Act" shall specifically include:

(a) Employment Practices Claims;
(b) Non-Employment Discrimination;
(c) violation of the Sherman Antitrust Act or similar federal, state or local statutes or rules;
(d) libel, slander, defamation or publication or utterance in violation of an individual's right of privacy;
(e) wrongful entry or eviction or other invasion of the right of occupancy;
(f) false arrest or wrongful detention;
(g) plagiarism; and
(h) infringement of copyright or trademark or unauthorized use of title.

3. EXTENSIONS

Subject otherwise to the terms hereof, this policy shall cover Loss arising from any Claims made against the estates, heirs, or legal representatives of deceased Individual Insureds, and the legal representatives of Individual Insureds in the event of an Individual Insured's incompetency, insolvency or bankruptcy, who were Individual Insureds at the time the Wrongful Acts upon which such Claims are based were committed.

Subject otherwise to the terms hereof, this policy shall cover Loss arising from all Claims made against the lawful spouse (whether such status is derived by reason of statutory law, common law or otherwise of any applicable jurisdiction in the world) of an Individual Insured for all Claims arising solely out of his or her status as the spouse of an Individual Insured, including a Claim that seeks damages recoverable from marital community property, property jointly held by the Individual Insured and the spouse, or property transferred from the Individual Insured to the spouse; provided, however, that this extension shall not afford coverage for any Claim for any actual or alleged Wrongful Act of the spouse, but shall apply only to Claims arising out of any actual or alleged Wrongful Acts of an Individual Insured, subject to the policy's terms, conditions and exclusions.

4. EXCLUSIONS

The Insurer shall not be liable to make any payment for Loss in connection with a Claim made against an Insured:

(a) arising out of, based upon or attributable to the gaining in fact of any profit or advantage to which an Insured was not legally entitled;

(b) arising out of, based upon or attributable to the committing in fact of any criminal, or deliberate fraudulent act;

[The Wrongful Act of an Insured shall not be imputed to any other Insured for the purpose of determining the applicability of exclusions 4(a) through 4(b).]

(c) alleging, arising out of, based upon or attributable to the facts alleged, or to the same or Related Wrongful Act alleged or contained in any Claim which has been reported, or in any circumstances of which notice has been given, under any policy of which this policy is a renewal or replacement or which it may succeed in time;

(d) alleging, arising out of, based upon or attributable to as of the Continuity Date, any pending or prior: (1) litigation; or (2) administrative or regulatory proceeding or investigation; or the alleging of any Wrongful Act which is the same or Related Wrongful Act to that alleged in such pending or prior litigation or administrative or regulatory proceeding or investigation;

(e) alleging, arising out of, based upon or attributable to any actual or alleged act or omission of an Individual Insured serving in any capacity, other than with the Organization or as a director, trustee, trustee emeritus or governor of an Outside Entity;

(f) which is brought by or on behalf of the Organization against any Individual Insured; provided however, this exclusion shall not apply to any derivative Claim made on behalf of the Organization by a member, an attorney general or any other such representative party if such action is brought and maintained independently of and without the solicitation of or assistance of, or active participation of or intervention of any Individual Insured or the Organization or any Affiliate thereof;

(g) for any Wrongful Act arising out of an Individual Insured serving as a director, trustee, trustee emeritus or governor of an Outside Entity if such Claim is brought by the Outside Entity or by any director, trustee, trustee emeritus or governor thereof;

(h) for bodily injury, sickness, disease, or death of any person, or damage to or destruction of any tangible property, including the loss of use thereof;

(i) alleging, arising out of, based upon, attributable to, or in any way involving, directly or indirectly:

(1) the actual, alleged or threatened discharge, dispersal, release or escape of pollutants; or

(2) any direction or request to test for, monitor, clean up, remove, contain, treat, detoxify or neutralize pollutants,

including but not limited to a Claim alleging damage to the Organization or its members.

Pollutants include (but are not limited to) any solid, liquid, gaseous or thermal irritant or contaminant, including smoke, vapor, soot, fumes, acids, alkalis, chemicals and waste. Waste includes (but is not limited to) materials to be recycled, reconditioned or reclaimed;

(j) for violation(s) of any of the responsibilities, obligations or duties imposed by the Employee Retirement Income Security Act of 1974, the Fair Labor Standards Act (except the Equal Pay Act), the National Labor Relations Act, the Worker Adjustment and Retraining Notification Act, the Consolidated Omnibus Budget Reconciliation Act, the Occupational Safety and Health Act, any rules or regulations of the foregoing promulgated thereunder, and amendments thereto or any similar provisions of any federal, state or local statutory law or common law; provided, however, that this exclusion shall not apply to Loss arising from a Claim for Retaliation;

(k) alleging, arising out of, based upon or attributable to any actual or alleged contractual liability of an Insured under any express contract or agreement; provided, however, that this exclusion shall not apply to liability which would have attached in the absence of such express contract or agreement;

(l) for any civil or criminal fines imposed by law and any taxes (whether imposed by federal, state, local or other governmental authority);

(m) alleging, arising out of, or in any way relating to any purchase or sale of securities by the Named Organization, Subsidiary or Affiliate or Claims brought by securities holders of the Organization in their capacity as such; provided, however, this exclusion shall not apply to the issuance by the Organization of tax exempt bond debt or Claims brought by tax exempt bond debt holders.

5. **LIMIT OF LIABILITY (FOR ALL LOSS - INCLUDING DEFENSE COSTS)**

The Limit of Liability stated in Item 4 of the Declarations is the limit of the Insurer's liability for all Loss, under Coverage A, Coverage B and Coverage C combined, arising out of all Claims first made against the Insureds during a Policy Year or the Discovery Period (if applicable); however, the Limit of Liability for the Discovery Period shall be part of, and not in addition to, the Limit of Liability for the Policy Year in which the Discovery Period is elected. Further, any Claim which is made subsequent to the Policy Year or Discovery Period (if applicable) which, pursuant to Clause 7(b) or 7(c), is considered made during the Policy Year or Discovery Period shall also be subject to the one applicable aggregate Limit of Liability stated in Item 4 of the Declarations.

Defense Costs are not payable by the Insurer in addition to the Limit of Liability. Defense Costs are part of Loss and as such are subject to the Limit of Liability for Loss.

This policy provides one aggregate Limit of Liability for each Policy Year. In no event shall the Limit of Liability for any one Policy Year exceed the aggregate Limit of Liability as stated in Item 4 of the Declarations.

6. RETENTION CLAUSE

The Insurer shall only be liable for the amount of Loss arising from a Claim which is in excess of the Retention amount stated in Item 5(B) of the Declarations, such Retention amount to be borne by the Organization and shall remain uninsured, with regard to all Loss for which the Organization has indemnified or is permitted or required to indemnify the Individual Insureds ("Indemnifiable Loss") and Loss under Coverage C. A single Retention amount shall apply to Loss arising from all Claims alleging the same Wrongful Act or Related Wrongful Acts.

Except as hereinafter stated, no Retention shall apply to a Claim in the event of the Financial Insolvency of the Named Organization and all Subsidiaries or Affiliates which are permitted or required to indemnify the Individual Insured with regard to such Claim. Provided, however, the Organization hereby agrees to indemnify the Insureds to the fullest extent permitted by law, taking all steps necessary in furtherance thereto, including the making in good faith of any required application for court approval and the passing of any required corporate resolution or the execution of any contract. The Named Organization and all Subsidiaries and Affiliates will be conclusively deemed to have indemnified the Individual Insureds to the extent that the Organization is permitted or required to indemnify them pursuant to law, common or statutory, or contract, or the charter or by-laws of the Organization.

Further, no Retention shall apply to all coverages for any Claim which is in the form of a civil litigation for monetary relief, and the Insurer shall thereupon reimburse the Defense Costs paid by the Insured, in the event of:

(1) a determination of No Liability of all Insureds; or

(2) a dismissal or a stipulation to dismiss the civil litigation Claim without prejudice and without the payment of any consideration by any Insured;

provided, however, that in the case of (2) above, such reimbursement shall occur one hundred twenty (120) days after the date of dismissal or stipulation as long as the Claim is not re-brought (or any other Claim which is subject to the same single retention by virtue of Clause 6 is not brought) within ninety (90) days from the time of such dismissal or stipulation, and further subject to an undertaking by the Organization in a form acceptable to the Insurer that such reimbursement shall be paid back by the Organization to the Insurer in the event the Claim (or any other Claim which is subject to the same single retention by virtue of Clause 6) is brought after such 90 day period and before the expiration of the statute of limitations for such Claim.

7. **NOTICE/CLAIM REPORTING PROVISIONS**

Notice hereunder shall be given in writing to the Insurer named in Item 8 of the Declarations at the address indicated in Item 8 of the Declarations. If mailed, the date of mailing shall constitute the date that such notice was given and proof of mailing shall be sufficient proof of notice. A Claim shall be considered to have been first made against an Insured when written notice of such Claim is received by any Insured, the Named Organization on the behalf of any Insured or by the Insurer, whichever comes first.

(a) The Insureds, as a condition precedent to the obligations of the Insurer under this policy, give written notice to the Insurer of any Claim made against an Insured as soon as practicable and either:

(1) anytime during the Policy Year or during the Discovery Period (if applicable); or

(2) within 30 days after the end of the Policy Year or the Discovery Period (if applicable), as long as such Claim is reported no later than 30 days after the date such Claim was first made against an Insured.

(b) If written notice of a Claim has been given to the Insurer pursuant to Clause 7(a) above, then any Claim which is subsequently made against the Insureds and reported to the Insurer alleging, arising out of, based upon or attributable to the facts alleged in the Claim for which such notice has been given, or alleging any Wrongful Act which is the same as or related to any Wrongful Act alleged in the Claim of which such notice has been given, shall be considered made at the time such notice was given.

(c) If during the Policy Period or during the Discovery Period (if applicable) the Insureds shall become aware of any circumstances which may reasonably be expected to give rise to a Claim being made against the Insureds and shall give written notice to the Insurer of the circumstances and the reasons for anticipating such a Claim, with full particulars as to dates, persons and entities involved, then any Claim which is subsequently made against the

Insureds and reported to the Insurer alleging, arising out of, based upon or attributable to such circumstances or alleging any Wrongful Act which is the same as or related to any Wrongful Act alleged or contained in such circumstances, shall be considered made at the time such notice of such circumstances was given.

8. **DEFENSE COSTS, SETTLEMENTS, JUDGMENTS (INCLUDING THE ADVANCEMENT OF DEFENSE COSTS)**

The Insurer does not assume any duty to defend. The Insureds shall defend and contest any Claim made against them.

Notwithstanding the foregoing, the Insureds shall have the right to tender the defense of any Claim to the Insurer, which right shall be exercised in writing by the Named Organization on behalf of all Insureds to the Insurer pursuant to Clause 7 of this policy. This right shall terminate if not exercised within 30 days of the date the Claim is first made against an Insured, pursuant to Clause 7 of the policy. Further, from the date the Claim is first made against the Insureds to the date when the Insurer accepts the tender of the defense of such Claim, the Insureds shall take no action, or fail to take any required action, that prejudices the rights of the Insureds or the Insurer with respect to such Claim. Provided that the Insureds have complied with the foregoing, the Insurer shall be obligated to assume the defense of the Claim, even if such Claim is groundless, false or fraudulent. The assumption of the defense of the Claim shall be effective upon written confirmation thereof sent by the Insurer to the Named Organization. Once the defense has been so tendered, the Insured shall have the right to effectively associate with the Insurer in the defense of such Claim, including, but not limited to, negotiating a settlement, subject to the provisions of this Clause 8. However, the Insurer shall not be obligated to defend such Claim after the Limit of Liability has been exhausted, or after an Insured's rejection of a Settlement Opportunity as described in this Clause 8.

When the Insurer has not assumed the defense of a Claim pursuant to Clause 8, the Insurer shall advance nevertheless, at the written request of the Insured, Defense Costs prior to the final disposition of a Claim. Such advanced payments by the Insurer shall be repaid to the Insurer by the Insureds, severally according to their respective interests, in the event and to the extent that the Insureds shall not be entitled under the terms and conditions of this policy to payment of such Loss.

The Insureds shall not admit or assume any liability, enter into any settlement agreement, stipulate to any judgment, or incur any Defense Costs without the prior written consent of the Insurer. Only those settlements, stipulated judgments and Defense Costs which have been consented to by the Insurer shall be recoverable as Loss under the terms of this policy. The Insurer's consent shall not be unreasonably withheld, provided that the Insurer, when it has not assumed the defense of a Claim pursuant to this Clause 8, shall be entitled to effectively associate in the defense and the negotiation of any settlement of any Claim, and provided further that in all events the Insurer may withhold consent to any settlement, stipulated judgment or Defense Costs, or any portion thereof, to the extent such Loss is not covered under the terms of this policy.

The Insurer shall have the right to effectively associate with the Insureds in the defense of any Claim that appears reasonably likely to involve the Insurer, including but not limited to negotiating a settlement. The Insureds shall give the Insurer full cooperation and such information as it may reasonably require.

If the Insurer recommends a settlement within the policy's applicable Limit of Liability which is acceptable to the claimant (a "Settlement Opportunity"), and the Insureds consent to such settlement, then the Organization's applicable Retention amount shall be retroactively reduced by ten percent (10%) for such Loss. It shall be a condition to such reduction that the Insureds must consent to such settlement within thirty (30) days of the date the Insureds are first made aware of the Settlement Opportunity, or in the case of a Settlement Opportunity which arises from a settlement offer by the claimant, then within the time permitted by the claimant to accept such settlement offer, but in all events no later than thirty (30) days after the settlement offer was made.

However, if a Settlement Opportunity arises and the Insureds do not consent to the settlement within the time prescribed above, the Retention amount shall remain the applicable amount set forth in Item 5 of the Declarations even if consent is given to a subsequent Settlement Opportunity.

Furthermore, in the event the Insureds do not consent to the first Settlement Opportunity within the time prescribed, then, the Insurer's liability for all Loss on account of such Claim shall not exceed: (1) the amount for which the Insurer could have settled such Claim plus Defense Costs incurred as of the date such settlement was proposed in writing by the Insurer, ("Settlement Opportunity Amount") plus (2) 50% of covered Loss in excess of such Settlement Opportunity Amount subject to the policy's Limit of Liability. Notwithstanding the foregoing, this paragraph shall not apply until the Settlement Opportunity Amount exceeds the Retention amount stated in Item 5 of the Declarations.

9. PRE-AUTHORIZED CLASS ACTION DEFENSE ATTORNEYS

This clause applies only to a Claim filed as a class action (hereinafter referred to as a "Class Action Claim").

Affixed as Appendix A hereto and made a part of this policy is a list of Panel Counsel law firms ("Panel Counsel Firms") from which a selection of legal counsel may be made to conduct the defense of any Class Action Claim against an Insured pursuant to the terms set forth below.

In the event the Insurer has assumed the defense pursuant to Clause 8 of this policy, then the Insurer shall be obligated to select a Panel Counsel Firm to defend the Insureds. In the event the Insureds are already defending a Class Action Claim, then the Insureds may at their option select a Panel Counsel firm to defend the Insureds. If the Insured does not select a Panel Counsel firm, such non-Panel Counsel firm selection shall be subject to the Insurer's consent, which consent shall not be unreasonably withheld.

The selection of the Panel Counsel Firm, when done by the Insurer, shall be from the jurisdiction in which the Class Action Claim is brought.

The list of Panel Counsel Firms may be amended from time to time by the Insurer. However, no change shall be made to the specific list attached to this policy during the Policy Period without the consent of the Named Organization.

10. DISCOVERY CLAUSE

Except as indicated below, if the Named Organization shall cancel or the Insurer or the Named Organization shall refuse to renew this policy, the Named Organization, upon payment of the respective "Additional Premium Amount" described below, shall have the right to a period of one, two or three years after the effective date of such cancellation or nonrenewal (herein referred to as the "Discovery Period") in which to give to the Insurer written notice of Claims first made against the Insureds during the selected period for any Wrongful Act occurring prior to the end of the Policy Period and otherwise covered by this policy. The rights contained in this paragraph shall terminate, however, unless written notice of such election together with the additional premium due is received by the Insurer within 30 days of the effective date of cancellation or nonrenewal. The Additional Premium for the Discovery Period shall be fully earned at the inception of the Discovery Period. The Discovery Period is not cancelable. This clause and the rights contained herein shall not apply to any cancellation resulting from non-payment of premium.

The Additional Premium Amount for: (1) one year shall be 40% of the "full annual premium"; (2) two years shall be 75% of the "full annual premium", (3) three years shall be 100% of the "full annual premium". As used herein, "full annual premium" means the premium level in effect immediately prior to the end of the Policy Period.

In the event of a Transaction, as defined in Clause 12, the Named Organization shall have the right, within 30 days before the end of the Policy Period, to request an offer from the Insurer of a Discovery Period (with respect to Wrongful Acts occurring prior to the effective time of the Transaction) for a period of no less than six years or for such longer or shorter period as the Named Organization may request. The Insurer shall offer such Discovery Period pursuant to such terms, conditions and premium as the Insurer may reasonably decide. In the event of a Transaction, the right to a Discovery Period shall not otherwise exist except as indicated in this paragraph.

11. CANCELLATION CLAUSE

This policy may be canceled by the Named Organization only by mailing written prior notice to the Insurer or by surrender of this policy to the Insurer or its authorized agent. If this policy is canceled by the Named Organization the Insurer shall retain the customary short rate proportion of the premium herein. However, if the Policy Period as designated in Item 3. of the Declarations is more than one year, this policy may not be cancelled by the Named Organization.

This policy may be canceled by or on the behalf of the Insurer only in the event of nonpayment of premium by the Named Organization. In the event of non-payment of premium by the Named Organization, the Insurer may cancel this policy by delivering to the Named Organization or by mailing to the Named Organization, by registered, certified, or other first class mail, at the Named Organization's address as shown in Item 1 of the Declarations, written notice stating when, not less than 30 days thereafter, the cancellation shall be effective. The mailing of such notice as aforesaid shall be sufficient proof of notice. The Policy Period terminates at the date and hour specified in such notice, or at the date and time of surrender. The Insurer shall have the right to the premium amount for the portion of the Policy Year during which the policy was in effect.

If the period of limitation relating to the giving of notice is prohibited or made void by any law controlling the construction thereof, such period shall be deemed to be amended so as to be equal to the minimum period of limitation permitted by such law.

12. CHANGE IN CONTROL OF NAMED ORGANIZATION

If during the Policy Period:

a. the Named Organization shall consolidate with or merge into, or sell all or substantially all of its assets to, any other person or entity, or group of persons or entities acting in concert;

b. any person or entity, or group of persons or entities, acting in concert shall acquire an amount of the voting interest representing more than fifty percent (50%) of the voting power for the election or appointment of directors or trustees of the Named Organization, or acquires the voting rights of such an amount of such interest; or

c. the Named Organization shall change from not-for-profit to for profit status;

(any of the above events herein referred to as the "Transaction"),

then this policy shall continue in full force and effect as to Wrongful Acts occurring prior to the effective time of the Transaction, but there shall be no coverage afforded by any provision of this policy for any actual or alleged Wrongful Act occurring after the effective time of the Transaction. This policy may not be canceled after the effective time of the Transaction and the entire premium for this policy shall be deemed earned as of such time. The Named Organization shall also have the right to an offer by the Insurer of a Discovery Period described in Clause 10 of the policy.

The Named Organization shall give the Insurer written notice of the Transaction as soon as practicable, but not later than thirty (30) days after the effective date of the Transaction.

13. SUBROGATION

In the event of any payment under this policy, the Insurer shall be subrogated to the extent of such payment to all the Insured's rights of recovery thereof, and the Insureds shall execute all papers required and shall do everything that may be necessary to secure such rights including the execution of such documents necessary to enable the Insurer to effectively bring suit in the name of any Insureds. In no event, however, shall the Insurer exercise its rights of subrogation against an Insured under this policy unless such Insured has been convicted of a criminal act, or been determined to have committed a dishonest or fraudulent act, or obtained any profit or advantage to which such Insured was not legally entitled.

14. OTHER INSURANCE AND INDEMNIFICATION

Such insurance as is provided by this policy shall apply only as excess over any valid and collectible insurance. This policy shall be specifically excess of any other policy pursuant to which any other insurer has a duty to defend a Claim for which this policy may be obligated to pay Loss.

In the event of a Claim against a director, trustee, trustee emeritus or governor arising out of his or her service as a director, trustee, trustee emeritus or governor of an Outside Entity, coverage as is afforded by this policy shall be specifically excess of indemnification provided by such Outside Entity and any insurance provided to such Outside Entity with respect to its directors, trustees, trustees emeriti or governors.

Further, in the event such other insurance is provided to Outside Entity by the Insurer or any member company ‹ American International Group, Inc. (AIG) (or would be provided but for the application of the retention amoun exhaustion of the Limit of Liability or failure to submit a notice of a Claim) then the Insurer's maximum aggregate Lim of Liability for all Losses combined in connection with a Claim covered, in part of in whole, by this policy and suc other insurance policy issued by AIG shall not exceed the greater of the Limit of Liability of this policy or the limit ‹ liability of such other AIG insurance policy.

15. NOTICE AND AUTHORITY

It is agreed that the Named Organization shall act on behalf of the Subsidiaries and all Insureds with respect to th giving of notice of Claim or giving and receiving notice of cancellation, the payment of premiums and the receiving c any return premiums that may become due under this policy, the receipt and acceptance of any endorsements issue to form a part of this policy, the exercising or declining to tender the defense of a Class Action Claim to the Insure and the exercising or declining of any right to a Discovery Period.

16. ASSIGNMENT

This policy and any and all rights hereunder are not assignable without the written consent of the Insurer.

17. ACTION AGAINST INSURER

No action shall lie against the Insurer unless, as a condition precedent thereto, there shall have been full complianc with all of the terms of this policy, nor until the amount of the Insureds' obligation to pay shall have been finall determined either by judgment against the Insureds after actual trial or by written agreement of the Insureds, th claimant and the Insurer.

Any person or organization or the legal representative thereof who has secured such judgment or written agreemen shall thereafter be entitled to recover under this policy to the extent of the insurance afforded by this policy. No persor or organization shall have any right under this policy to join the Insurer as a party to any action against the Insureds to determine the Insureds' liability, nor shall the Insurer be impleaded by the Insureds or their legal representatives Bankruptcy or insolvency of the Insureds or of their estates shall not relieve the Insurer of any of its obligations hereunder.

18. REPRESENTATIONS AND SEVERABILITY

In granting coverage under this policy, it is agreed that the Insurer has relied upon the statements and representations contained in the application for this policy (including materials submitted thereto and, if this is a renewal application all such previous policy applications for which this policy is a renewal) as being accurate and complete. All such statements and representations shall be deemed to be material to the risk assumed by the Insurer, are the basis of this policy and are to be considered as incorporated into this policy.

With respect to such statements and representations, no knowledge or information possessed by any Individual Insured shall be imputed to any other Individual Insured. If any person who executed the application knew that such statement or representation was inaccurate or incomplete, such statement shall not be imputed to any trustee, trustee emeritus or governor other than such signator and any other Individual Insureds who knew such statement or representation was inaccurate or incomplete.

19. HEADINGS

The descriptions in the headings of this policy are solely for convenience, and form no part of the terms and conditions of coverage.

20. WORLDWIDE TERRITORY

This policy shall apply to Claims made against an Insured anywhere in the world.

ENDORSEMENT #

This endorsement is effective, 12:01 A.M., forms a part of
policy number
issued to

by National Union Fire Insurance Company of Pittsburgh, Pa.

CRISIS FUND FOR HEALTHCARE
(Crisis Communications Management Insurance)

In consideration of the premium amount of $_________, it is hereby understood and agreed that the policy is amended to provide Crisis Management Coverage pursuant to the terms and conditions set forth below:

I. Insuring Agreement

Clause I, Insuring Agreements, is amended to add the following new insuring agreement:

COVERAGE M: CRISIS MANAGEMENT COVERAGE

This policy shall pay the Crisis Management Loss of the Organization arising from a Crisis Management Event first commencing during the Policy Period, up to the amount of the Crisis Management Fund.

II. Amendments to Policy

A. Clause 4, Exclusions, shall not be applicable to Crisis Management Loss.

B. Clause 5, Limit of Liability, is amended to add the following:

The limit of the Insurer's liability for Crisis Management Loss arising from all Crisis Management Events occurring during the Policy Period, in the aggregate, shall be the amount set forth in section III (D) of this endorsement as the Crisis Management Fund. This limit shall be the maximum limit of the Insurer under this policy regardless of the number of Crisis Management Events occurring during the Policy Period, provided however, that this single Crisis Management Event(s) limit shall be part of and not in addition to the Limit of Liability stated in Item 3 of the Declarations, which shall in all events be the maximum liability of the insurer for all Loss under this policy.

C. There shall be a Retention amount of $__________applicable to Crisis Management Loss. and the Insurer shall pay such Loss excess of such Retention amount subject to the other terms and conditions of this endorsement.

D. An actual or anticipated Crisis Management Event shall be reported to the Insurer as soon as practicable but in no event later than thirty (30) days after the Organization first incurs Crisis Management Loss for which coverage will be requested under this endorsement.

E. Clause 8 of the policy shall be modified with regard to Crisis Management Services. There shall be no requirement for the Organization to obtain prior written approval of the Insurer before incurring any Crisis Management Loss, provided that the Crisis Management Firm selected by the Organization to perform the Crisis Management Services has been approved by the Insurer.

III. Additional Definitions to Policy

For the purpose of this endorsement, the following definitions shall apply:

A. "Material Effect" shall mean the publication of unfavorable information regarding the Organization which can reasonably be considered to lessen public confidence in the competence of the Organization to provide adequate medical care. Such publication must occur in either:

1. A daily newspaper of general circulation in the geographic area of the Organization.

2. A radio or television news report on a facility received in the geographic area of the Organization.

B. "Crisis Management Event" shall mean:

I. One of the following events which, in the good faith opinion of the Organization, did cause or is reasonably likely to cause, a Material Effect:

1. Patient Abuse:

   The public announcement or accusation that an individual under the management control of the Organization has intentionally caused bodily injury or death of a patient or has sexually abused a patient of the Organization.

2. Debt default:

   The public announcement that the Organization has defaulted or intends to default on its debt.

3. Bankruptcy:

   The public announcement that the Organization intends to file for bankruptcy protection or that a third party is seeking to file for involuntary bankruptcy on behalf of the Organization; or the imminence of bankruptcy proceedings, whether voluntary or involuntary.

4. Management Crises:

   The death, incapacity or criminal indictment of any Director, Trustee or Officer, including but not limited to the Executive Director, or any employee on whom the Organization maintains key person life insurance.

5. Regulatory Crisis:

   Formal governmental or regulatory proceedings which allege a pattern of inadequate patient care.

Provided, however, that the term Crisis Management Event shall not include any event relating to:

(1) any claim which has been reported, or any circumstances of which notice has been given, under any policy of which this policy is a renewal or replacement or which it may succeed in time;

(2) any pending or prior litigation as of ________________

(3) the actual, alleged or threatened discharge, dispersal, release or escape of pollutants; or any direction or request to test for, monitor, clean up, remove, contain, treat, detoxify or neutralize pollutants;

(4) the hazardous properties of nuclear materials;

The description in the headings of the Crisis Management Events are solely for convenience and form no part of the terms and conditions of coverage.

For the purpose of this endorsement, a Crisis Management Event shall first commence when the Organization or any of its directors or executive officers shall first become aware of the event during the policy period and shall conclude at the earliest of the time when the Crisis Management Firm advises the Organization that the crisis no longer exists or when the Crisis Management Fund has been exhausted.

C. "Crisis Management Firm" shall mean any public relations firm, crisis management firm or law firm hired by the Organization or its directors, officers or employees to perform Crisis Management Services in connection with the Crisis Management Event that has been consented to by the Insurer , the consent for which shall not be unreasonably withheld. Attached to this endorsement is a list of firms which have been pre-approved by the Insurer and may be hired by the Organization without further approval by the Insurer:

D. "Crisis Management Fund" shall mean $___________.

E. "Crisis Management Loss" shall mean the following amounts incurred during the pendency of or within 90 days prior to and in anticipation of, the Crisis Management Event, regardless of whether a Claim is ever made against an Insured arising from the Crisis Management Event and, in the case where a Claim is made, regardless of whether the amount is incurred prior to or subsequent to the making of the Claim:

(1) Amounts for which the Organization is legally liable for the reasonable and necessary fees and expenses incurred by a Crisis Management Firm in the performance of Crisis Management Services for the Organization arising from a Crisis Management Event; and

(2) Amounts for which the Organization is legally liable for the reasonable and necessary printing, advertising, mailing of materials, or travel by directors, officers, employees or agents of the Organization or the Crisis Management Firm, in connection with the Crisis Management Event.

F. "Crisis Management Services" means those services performed by a Crisis Management Firm in advising the Organization or any of its directors, officers or employees on minimizing potential harm to the Organization arising from the Crisis Management Event, including but not limited to maintaining and restoring public confidence in the Organization.

ALL OTHER TERMS CONDITIONS AND EXCLUSIONS REMAIN UNCHANGED.

____

Authorized Representative

ENDORSEMENT #

This endorsement, effective, 12:01 A.M., forms a part of
policy number
issued to

by

NOT-FOR-PROFIT HEALTH CARE ORGANIZATION COVERAGE EXTENSION

In consideration of the premium charged, it is hereby understood and agreed that this policy is amended to provide expanded coverage to Not-for-Profit Health Care Organizations as follows:

I. AMENDMENTS TO DEFINITIONS

A. Definition 2(i), "Individual Insured(s)", shall be amended to include the following:

Individual Insureds shall also include any past, present or future member of any duly constituted committee ("Committee Member"); any individual person engaged by a duly constituted committee for purposes of providing an expert opinion with regard to peer review or credentialing decision concerning an individual physician ("Outside Expert"); any individual in charge of any operational department ("Department Head") or any staff physician or faculty member of the Organization, regardless of whether such person is directly employed by the Organization or is considered an independent contractor;

B. Definition 2(k), "Loss", shall be amended to include the following at the end thereof:

1. IRS FINES

Loss shall include Defense Costs incurred in connection with a Claim seeking an assessment of taxes, initial taxes, additional taxes, tax deficiencies, excise taxes or penalties pursuant to the following sections of the Internal Revenue Code of 1986 (as amended):

Section 4911 (tax on excess expenditures to influence legislation);
Section 4941 (a) and (b) (taxes on self-dealing);
Section 4942 (a) and (b) (taxes on failure to distribute income);
Section 4943 (a) and (b) (taxes on excess business holding);
Section 4944 (a) and (b) (taxes on investments which jeopardize charitable purpose);
Section 4945 (a) and (b) (taxes on taxable expenditures);
Section 6652 (c) (1) (A) (penalties for failure to file certain information returns or registration statements)
Section 6655 (a) (1) (penalties for failure to pay estimated income tax);
Section 6656 (penalties for failure to make deposit of taxes).

2. EXCESS BENEFIT PENALTY COVERAGE

Loss shall include any 10% "Excess Benefits" penalty assessed by the Internal Revenue Service against any Insured for management involvement in the award of an "Excess Benefit".

It is further understood and agreed that no coverage shall be provided by this policy or endorsement for any Individual Insured subject to the 25% "Excess Benefit" penalty assessed by the Internal Revenue Service against any such Insured as a "disqualified person"; provided however, that Defense Cost coverage shall be provided to such Insured.

IT IS FURTHER UNDERSTOOD AND AGREED THAT UNDER NO CIRCUMSTANCES SHALL THE INSURER BE LIABLE FOR PAYMENT OF LOSS ATTRIBUTABLE TO ANY 200% PENALTY ASSESSED BY THE INTERNAL REVENUE SERVICE FOR FAILURE TO CORRECT THE AWARD OF AN EXCESS BENEFIT.

For purposes of this policy, the terms "Excess Benefits" and "disqualified person" shall be defined as those terms are defined in the "Taxpayer Bill of Rights 2", (H.R. 2337, P.L. 104-168).

3. EMTALA COVERAGE

Loss shall include the fines, penalties and Defense Costs resulting from Claims of violation of the Emergency Medical Treatment and Active Labor Act ("EMTALA"), 42 U.S.C., 1396dd, et seq., and any similar state or local statute.

4. GOVERNMENTAL FUNDING DEFENSE COST COVERAGE

Loss shall not include the return of funds which were received as grant funds from any federal, state or local governmental agency; provided, however, that with regard to Claims arising out of the return, or request to return, such grant funds, subject to a retention amount of $1,000,000, this policy shall pay Defense Costs up to $1,000,000 on a 50% coinsurance basis with 50% of such Defense Costs to be borne by the Insured and to remain uninsured; and the remaining 50% of such defense costs to be covered by the Insurer subject to all other terms, conditions and exclusion of the policy.

C. Definition 2(f), "Wrongful Act", is amended to include the following at the end thereof:

With respect to all Insureds, any alleged defects in peer review or credentialling.

II. AMENDMENTS TO EXCLUSIONS

Exclusion 4 (m) is deleted in its entirety and replaced by the following:

4(m) any claim alleging, arising out of, based upon or attributable to any actual or alleged contractual liability of any Insured under any express or implied contract or agreement; provided, however, that this exclusion shall not apply to Employment Practices Claims and hospital practice, privileges, credentialling, or peer review matters.

III. ADDITIONAL EXCLUSIONS

The following exclusion, 4 (o), is added to the policy:

4 (o) any Claim alleging, arising out of, based upon or attributable to the Organization or an Individual Insured's performance or rendering of or failure to perform or render medical or other professional services or treatments for others, provided however, that this exclusion shall not operate to limit coverage for Employment Practices Claims or Non-Employment Discrimination Claims, or to matters arising out of peer review or credentialling processes.

ALL OTHER TERMS, CONDITIONS AND EXCLUSIONS APPLY

Authorized Representative

Not-for-Profit Protector℠

Not-for-Profit Organizations

AIG

AMERICAN INTERNATIONAL COMPANIES®

NOT-FOR-PROFIT INDIVIDUAL AND ORGANIZATION INSURANCE WITH EMPLOYMENT PRACTICES LIABILITY INSURANCE

IONAL
NION

for Not-for-Profit Organizations

The Gold Package℠ brings together National Union's more than one quarter century of innovation and expertise in a distinctive collection. The Gold Package features premier management liability insurance coverages—including Directors and Officers Liability, Employment Practices Liability, ERISA Liability and Crime coverages—in combination with unique loss control, litigation management and claims services.

It's a 24-karat solution that meets the most urgent needs of our insureds and their management. And it's all backed by the world-class financial strength of the member companies of AIG.

NOT-FOR-PROFIT DOESN'T MEAN NOT AT RISK

Audience Two, 1994
DIANA ONG

No not-for-profit organization is exempt from today's growing array of management liability exposures ... or the skyrocketing claims costs and damage awards that can accompany management liability suits. And no organization understands these exposures—and equips not-for-profits to respond to them—better than National Union Fire Insurance Company of Pittsburgh, Pa.®, the nation's leading underwriter of management liability insurance for not-for-profits.

National Union has been tailoring management liability policies for both small, local organizations and the largest national associations for more than 25 years. Today, we offer these organizations and those who serve them the broadest D&O liability insurance, the most expansive EPL insurance, and the only third party discrimination protection available anywhere, in a single, cost-effective policy: Not-for-Profit Protector℠, ground-breaking coverage designed exclusively for not-for-profit organizations. Not-for-profit organizations can also benefit from CrisisFund℠, an innovative policy endorsement that enables Insureds to

... top crisis management public relations

GOLD PACKAGE℠

The Broadest Coverage for Not-for-Profit Organizations

Not-for-Profit Protector

Not-for-Profit Protector℠ combines the broadest liability coverage for not-for-profit organizations, directors, officers, trustees and other individuals with state-of-the-art employment practices liability and third party discrimination insurance.

COVERING MORE INSUREDS

Our policy includes the broadest definition of Insured. Built-in entity coverage helps safeguard the organization's cash flow, while also uniting the interests of the organization and the individuals named in a suit, facilitating a unified defense strategy when a claim occurs. Our definition of Insured also encompasses past, present and future directors, officers and trustees; as well as employees, committee members, volunteers, staff, faculty members and department heads.

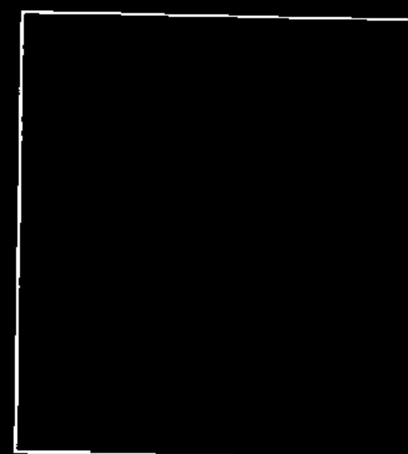
EXPANSIVE EMPLOYMENT PRACTICES PROTECTION

Our policy covers 12 named perils—the most of any policy—including claims of wrongful termination, discrimination and sexual harassment.

INNOVATIVE COVERAGE FOR THIRD PARTY DISCRIMINATION

Only Not-for-Profit Protector provides coverage for discrimination and sexual harassment claims brought by non-employee third parties—such as students, patients, volunteers or members.

Our Exclusive Employment Practices Liability Loss Prevention Tools



Lady with a Green Jacket, 1913
AUGUST MACKE

Not-for-profit Insureds may receive EPL Pak℠, a loss prevention package of products and services available exclusively from National Union through the nation's leading employment practices firms. EPL Pak includes:

- initial consultation with top labor and employment attorneys[1]
- "Compliance Digest" and "Encyclopedia" portions of HR/Comply™[2]
- employment practices self-audit guide
- employment practices seminars
- monthly EPL newsletter from a top employment practices firm
- fixed price on legal review and analysis of Insured's EPL policies.

ADDRESSING KEY NOT-FOR-PROFIT EXPOSURES

Not-for-Profit Protect

Our policy provides broad coverage in other key areas where not-for-profits frequently come under fire, including copyright or trademark infringement; antitrust and plagiarism claims. Coverage for multiple damages awards under the Americans with Disabilities Act and the Equal Pay Act is included in the policy,[1] and coverage for punitive or exemplary damages is also available.[2]

CUSTOM COVERAGE

Our underwriters build policies to fit the structure of our Insured's organizations, and our coverage automatically expands to encompass both for-profit or not-for-profit subsidiaries acquired during the policy period.[3] Insureds also benefit from National Union's competitive rates, and can choose a multiyear program to lock in policy terms and conditions.

[1]Subject to the policy's limit of liability.

[2]Subject to underwriting, payment of additional premium and where insurable under law.

[3]Automatic coverage subject to asset limitations.

Structured to maximize benefits for our Insureds

The Sportsmen, 1930
KASIMIR MALEVICH

National Union's unique retention structure gives not-for-profits another distinctive advantage. We reimburse the retention 100 percent upon a finding of No Liability.[4] The entire retention is waived in the event of the Insured's financial insolvency, and 10 percent of the retention is waived when the Insured accepts the first qualified Settlement Opportunity.

Insureds have the option of controlling the defense, or turning control over to National Union. If the Insured chooses to control the defense, we pay defense costs as they are incurred.

GOLD PACKAGE℠

Specialized Coverage for Health Care and Education Providers

Not-for-Profit Protector

Drawing on our decades of experience with not-for-profit health care organizations and educational institutions, we've created endorsements that expand our policy to encompass more Insureds—and more of the specific types of claims these organizations face—than any other policy.

D&O, EPLI & THIRD PARTY DISCRIMINATION COVERAGE FOR NOT-FOR-PROFIT HEALTH CARE ORGANIZATIONS

This endorsement broadens the definition of Insured to include past, present and future committee members, peer review and credentialling advisors, department heads, staff physicians, and faculty members—both employees and qualified independent contractors. Additionally, coverage is added for:

- Internal Revenue Service Excess Benefit Penalty sanctions[1]
- violations of the Emergency Medical Treatment and Active Labor Act
- allegations of wrongful acts involving:
    - peer review
    - credentialling
    - utilization review
- the return or request to return government grant funds (defense costs only)[2]

[1]Subject to certain limitations. See policy for details.
[2]Subject to special retention and coinsurance.

Front and Center. 1994
DIANA ONG

This endorsement broadens the definition of Insured to include all faculty members, student teachers, teaching assistants, management and administrative personnel—both employees and qualified independent contractors. Additionally, coverage is added for:

- Internal Revenue Service Excess Benefit Penalty sanctions[3]
- allegations of wrongful acts involving:
  - failure to educate
  - negligent guidance or instruction
  - improper discipline
  - invasion of privacy or humiliation—including violation of the Buckley Amendment; publication of defamatory material
- the return or request to return government grant funds up to $1,000,000 (defense costs only)[4]

[3]Subject to certain limitations.
[4]Subject to special retention and coinsurance.

CrisisFund℠: Coverage for Managing Crisis Communications

Not-for-Profit Protector℠

[1]May require an additional premium.

involving management, such as the [illegible]

executive, alleged abuse of [illegible]

withdrawal or [illegible]

Coverage is triggered [illegible]

have a significant negative [illegible]

the time when getting [illegible]

essential.

[illegible] 19[illegible]

[illegible] JONES

CRISISFUND [illegible] INSTITUTIONS [illegible]

Tailored CrisisFund [illegible]

health care [illegible]

Organization[illegible]

diff[illegible]

for [illegible]

cl[illegible]

[illegible] excess of $500,000

[illegible] excess of $1,800,000

Dedicated Not-for-Profit Claims Professionals

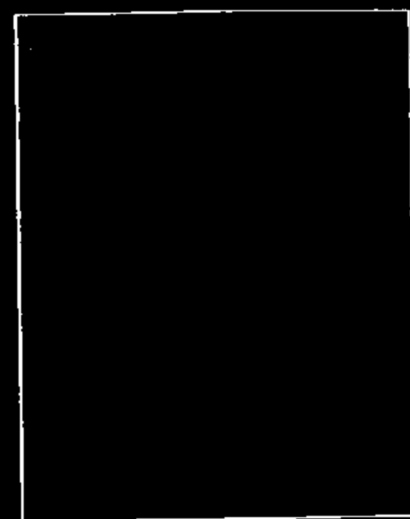
Not-for-Profit Protector

National Union is the only insurer with a team of claims specialists dedicated exclusively to not-for-profit D&O claims. Each not-for-profit's claim is handled by the same representative who understands the organization's unique history, and its issues and concerns.

LONG-TERM RELATIONSHIPS

National Union professionals look at every claim as an opportunity to strengthen our relationship with our Insured. Our claims analysts are situated with our underwriters, and work as a team to build long-term account relationships.

HELPING INSUREDS ACHIEVE THE BEST POSSIBLE CLAIM RESOLUTION



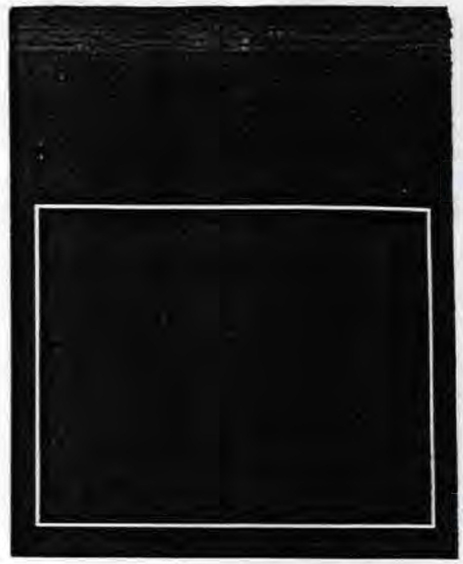
Herdsmen at Evening, 1937
ERNST LUDWIG KIRCHNER

Handling more than 3,000 of these types of claims each year, our claims professionals keep up-to-date on the issues that impact not-for-profit organizations, and they use this knowledge to benefit our Insureds.

When a class action claim is in litigation, National Union provides referrals to leading law firms specializing in not-for-profit D&O claims, and access to our Panel Counsel, the nation's foremost defense firms, who provide support in complex class action claims.

GOLD PACKAGE™

Portrait of an Industry Leader



Audience Two, 1994
DIANA ONG

Not-for-Profit Protector

National Union constantly draws on its unparalleled experience and understanding of the management liability market to develop new solutions to protect not-for-profit organizations and those who serve them. And when we say we're in it for the long term—with an innovation always on the horizon—we have the history and the numbers to back it up.

National Union Fire Insurance Company of Pittsburgh, Pa.® is a member company of American International Group, Inc. (AIG), a world leader in insurance and financial services. Our unrivaled financial strength and claims-paying ability consistently receive top marks from the industry's principal rating agencies: A++ (Superior) from A.M. Best Company; AAA (Superior) from Standard & Poor's; and Aaa from Moody's. With AIG operations in approximately 130 countries and jurisdictions worldwide, we also have the global network and the depth of resources to be where our Insureds need us, when they need us.

Lay Leadership Study: Research Plan

Pearl Beck, Ph.D.

Council for Initiatives in Jewish Education

March, 1998

Lay Leadership Study: Research Plan

Long-term Objective:

To expand the pool of people with talent and resources who are interested in Jewish education and who are willing to serve as board members, funders, and in other lay leadership roles in Jewish educational institutions and organizations.

Research Goals:

general

1. To identify factors which motivate lay people to become involved -- and to maintain their involvement -- with Jewish educational issues and institutions
2. To profile the current Jewish education lay leadership
3. To identify factors, including personal and structural, which serve as impediments to lay involvement in Jewish educational issues and institutions
4. To recommend strategies for recruiting capable lay leaders and for sustaining their interest in Jewish education.

Underlying Assumption:

Jewish educational improvement will not occur without a partnership of outstanding lay leaders and professionals.

Sampling Frame:

<u>Local Lay Leadership</u>:
The Jewish educational lay leadership of 3 cities will be surveyed. An attempt will be made to select cities that represent each of the 3 categories of cities developed by the Council of Jewish Federations (e.g. large, large-intermediate and intermediate). In each city, a comprehensive listing will be gathered consisting of those who are active in local Jewish educational institutions as well as those who are active in local communal institutions, such as in JCC's and in local Foundations. This list will be compiled with the help of the local Jewish educational lay leadership.

<u>National Lay Leadership</u>:
To survey the leadership of national Jewish educational organizations (e.g. JTS, JESNA, CAJE) complete lists will be obtained and surveys will be sent to the volunteer leaders of these organizations. (When the number of people on a board exceeds 100, surveys will be sent only to executive committee members).

<u>Jewish Lay Leaders Not Involved in Jewish Education</u>:
To learn why some lay leaders in Jewish settings do not become involved in Jewish educational issues and organizations, we plan to interview approximately 15 such individuals who will be identified by informants located in each of the 3 selected cities. Five to ten Jewish individuals who are exclusively involved in general (non-Jewish) causes will also be identified and interviewed for this study.

Research Methodology:

Several methodologies will be used to address the research goals listed above.
1. In-Person Interviews: The first stage of the research will consist of conducting in-depth, one-on-one interviews with approximately 25-30 lay leaders and philanthropists. Those interviewed will include both those currently involved with Jewish education as well as those involved with other Jewish causes, exclusive of Jewish education. We will attempt to interview prominent national leaders, local leaders (e.g. board members of primary or secondary Jewish schools), as well as several individuals who are simultaneously involved on the local and the national levels.

2. Survey: Information culled from these interviews will be used to design a closed-ended survey. This survey will be sent to all the leaders and philanthropists identified in 3 (yet to be selected) cities as well as individuals who are involved on the national level. The survey will be sent to approximately 500 individuals. A 50 - 60% response rate is anticipated.

3. Focus Group: After the survey and interview data are analyzed, the findings will be presented to a group of Jewish education lay leaders for their comments, interpretations and recommendations. Their reactions to the data will be incorporated into the results section of the final report.

reach out to case / lesser ed

Research Topics and Questions:

1.Interview and Survey Questions for Jewish Educational Lay Leadership:

In addition to obtaining demographic information, the following topics will be included:

Lay Career

- What originally motivated them to assume their first volunteer position in the field of Jewish education?
- Do they serve on the Boards of other Jewish institutions? (If yes, which?) Are they supporting other Jewish causes? (Which?)
- What (if any) lay position/s would they like to hold in the near-term and also in the long-term?
- Do they volunteer their time for any other Jewish causes? (If yes, which causes? Are they on the boards?)
- Do they volunteer their time for other general (non-Jewish) causes? (If yes, which ones and how do these organizations compare to the Jewish ones in terms of functioning, efficacy, volunteer responsibilities, gratification derived, etc.?)

Experience with Jewish Educational Endeavors

- What factors serve to sustain their interest in Jewish education? (e.g. Which project did they particularly enjoy doing? What issue interests them?)
- What frustrations/disappointments have they experienced in this area?

Attitudes Regarding Jewish Educational Issues

- What do they regard as the major issues facing American Jewish education?
- How can these issues be addressed? What is their experience with, and impression of, the Jewish educational lay leadership?
- What can be done to encourage lay leaders and philanthropists to become more involved with Jewish education?
- What can be done to encourage lay leaders to increase their level of giving to Jewish education?
- What kind of information and/or knowledge would help them be better lay leaders in the Jewish world?

Jewish Background & Jewish Education

- In what denomination, and with what level of observance and knowledge, were they brought up?
- What is their current level of observance, Jewish knowledge and Jewish learning?
- Would they be interested in a Jewish learning program?
- Is their household/extended family a Jewish education "user"? If yes, what kinds and levels of Jewish education do they use (or have they used in the past?)

2. Interview Questions for Those Not Involved in the Lay Leadership of Jewish Education:

In addition to many of the questions listed above, individuals whose voluntary activities are located outside of Jewish education (including outside the Jewish world), will be asked additional questions including: their "lay" career paths, their knowledge of Jewish educational institutions (including lay involvement with these institutions), their knowledge of Jewish educational issues, the reasons they have not become more involved in Jewish education and where they would contribute if they wished to donate money to Jewish education.

Report

The report will incorporate information culled from the interviews, the survey and the focus group. It will describe the career paths of lay people who are involved in Jewish educational activities and will identify the factors that contributed to their initial involvement as well as the factors that served to sustain their involvement. The gratifications as well as the frustrations of volunteer work in Jewish educational institutions and organizations will be discussed.

Lay leaders' general demographic (e.g. age, gender, education, geographical area) and Jewish demographic (e.g. level of Jewish education, Jewish identity, denomination) characteristics will also be examined to provide a context for understanding their attitudes and experiences. Background information regarding the board or organization that is most important to them will also be reported (e.g. type of organization, size of organization, size of board, whether it is local or national, etc.)

To explore the potential for board development and expansion, information obtained from the interviews with leaders who are not involved in Jewish education will be presented. Perceived and actual impediments to involvement will be described.

The concluding section of the report will contain recommendations for recruiting lay leaders and also for sustaining their interest in the area of Jewish education.

PEARL BECK
895 West End Avenue
New York, New York 10025
(212) 666-3419

EDUCATION

Ph.D. Social Psychology
Graduate Center of the City University of New York, 1983

A.B. Barnard College, 1973
Magna Cum Laude

PROFESSIONAL EXPERIENCE

Research Director
School Based Mental Health Program; New York State Office of Mental Health
March, 1997 - present

Senior Research Fellow
City University of New York Graduate Center
Present

- Directed study of the boards of major national Jewish organizations
- Directed evaluation of educational outreach project to Jewish college students

Research Director
Hadassah; The Women's Zionist Organization of America
November, 1993 - August, 1996

- Directed organizational research, including membership and fundraising analysis
- Developed research instruments, collected data, designed databases, analyzed and presented
- results to high level decision makers
- Conducted focus groups
- Supervised professional staff

Research Associate
Institute for Health, Health Care Policy and Aging Research
Rutgers University
June 1988 - October, 1993

- Directed a survey and needs assessment of New Brunswick's elderly; devised recommendations for improving the city's social and health services for the elderly
- Directed the evaluation of New Jersey's Respite Care Program: analyzed utilization trends and caregiver experiences.
- Directed research on HIV+ patients in psychiatric facilities
- Directed an AIDS prevention research and intervention program for the sexual partners of IV drug users.
- Directed the evaluation of New Jersey's Contact Notification Program for the partners of HIV+ individuals.

Project Director: Adult Services Research
New York City Human Resources Administration (HRA)
Office of Policy and Economic Research
July 1983 - May 1988

- Directed an evaluation of a homelessness prevention program
- Directed New York City's Single Room Occupancy Resident Survey
- Project and Research Director: Home Care Fiscal Management Project

PROFESSIONAL EXPERIENCE, CONT'D

Project Coordinator January 1980 - July 1983
New York City Board of Education; Office of Educational Evaluation

- Directed the evaluation of dropout prevention programs

Research Associate
Vera Institute of Justice
January 1979 - December 1979

Assistant Project Director
Hospital Audiences, Inc.
March 1978 - September 1978

Research Assistantships
Graduate Center, City University of New York
September 1975 - June 1976

Center for Policy Research
August 1973 - June 1975

COMPUTER ANALYSIS

January 1979 - December 1983

- Conducted computer and statistical analyses using SPSS
  Affiliations of clients included: Albert Einstein Medical Center; Doubleday Publishers; American Jewish Committee

SOCIAL SERVICE EXPERIENCE

Administrator
Project Ezra - a friendly visiting program serving the isolated elderly
June 1973 - September 1974

Psychotherapist
Community Services for Human Development
September 1981 - August 1982

Clinical Intern
Coney Island Hospital
Adult and Child Psychiatry Services
January 1980 - June 1981

TEACHING EXPERIENCE

Hunter College; City University of New York
February 1979 - January 1980

- Taught courses on social research skills

Horowitz, B., Beck, P. and Kadushin, C. The Roles of Women and Men on the Boards of Major American Jewish Organizations: A Research Report, City University of New York; The Center for Jewish Studies and the Center for Social Research; November, 1997

Beck, P., and Crystal, S. Survey and needs assessment of New Brunswick's elderly. Final report to New Brunswick Tomorrow, May, 1993.

Crystal, S., and Beck, P. A room of one's own: The SRO and the single elderly. The Gerontologist, 32(5):684-692, 1992.

Crystal, S., Beck, P., Dengelegi, L., and Krishnaswami, S. Service utilization, participant outcomes and waiting list caregivers in the New Jersey state-wide respite care program. Final report to New Jersey Department of Human Services, 1992.

Crystal, S., Dejowski, E., and Beck, P. Evaluation of the New Jersey respite care pilot project. Final report to New Jersey Department of Human Services, 1991.

Dejowski, E., Dengelegi, L., Crystal, S., and Beck, P. Partner notification in AIDS, in Homosexuality (edited by J. Weinrich and J. Gonsiorek). Beverly Hills: SAGE Publications, 1991.

Crystal, S., Dengelegi, L., Beck, P., and Dejowski, E. AIDS contact notification: initial program results in New Jersey. Journal of AIDS Education and Prevention, 2(4), 284-295, 1990.

Crystal, S., Dengelegi, L., Dejowski, E., and Beck, P. Contact notification and the control of the HIV epidemic, in Santé Publique et Maladies a Transmission Sexuelle, Des Voies de Recherche Pour L'Avenir (Colloque INSERM) (edited by N. Job-Spira). Montrouge, France: John Libbey Eurotext, 1990.

Crystal, S., Dengelegi, L., and Beck, P. Contact notification for AIDS prevention in New Jersey. Final Report to New Jersey Department of Health, 1989.

Crystal, S., Guttmacher, S., Beck, P., and Karus, D. AIDS-related knowledge, attitudes, and behaviors of inner city, non-school attending youth. Final report to Robert Wood Johnson Foundation and New Jersey Department of Health, 1989.

Beck, P. The changing face of New York city's SRO's: A profile of residents and housing. New York City Human Resources Administration Office of Policy and Economic Research, 1988.

Crystal, S., Flemming. C., Beck, P., Smolka, G. The management of home care services. New York: Springer Publishing Co., 1987.

Gottesman, R., Hankin, D., Levinson, W. & Beck, P. Neurodevelopmental functioning of good and poor readers in urban schools. Journal of Developmental and Behavioral Pediatrics. 1984, 5(3), pp. 109-115.

Beck P. Two successful interventions in nursing homes; the therapeutic effects of cognitive activity. The Gerontologist. 1982, (22), pp. 378-383.

Weinglass, J. & Beck, P. Psychology and Jewish women. In S. Elwell & E. Levenson (Eds.), The Jewish Women's Study Guide. New York: Biblio Press, 1982, pp. 33-53.

Langer, E., Rodin, J., Beck, P., & Weinman, C. Environmental determinants of memory improvement in late adulthood. Journal of Personality and Social Psychology. 1979, (37), 2003-2013.

PAPERS PRESENTED

Beck, P. Power and Parity: The Roles of Women and Men on the Boards of Major American Jewish Organizations. Presented at the 65th General Assembly of the Council of Jewish Federations, Indianapolis, Indiana, November, 1997.

Horowitz, B., Beck, P. and Kadushin, C. Key players on the American Jewish scene: the networks of American Jewish organizations. Presented at the Association for Jewish Studies, Boston, 1995.

Beck, P., Krishnaswami, S., and Crystal, S. Respite care utilization trends and correlates in a state-wide respite care program. Presented at the American Public Health Association Annual Meeting, Washington, D.C., November, 1992.

Beck, P. New Jersey's respite care program. Presented at the Coolfont Conference "The changing face of informal caregiving." Coolfont, West Virginia, October, 1992.

Beck, P., Dejowski, E. and Crystal, S. The implications of New Jersey's respite care program for a national respite policy. Presented at the Gerontological Society of America Annual Meeting, San Francisco, November, 1991.

Beck, P., Dejowski, E. and Crystal, S. Using respite care to alleviate caregiver burden and isolation. Presented at the American Public Health Association Annual Meeting, Atlanta, November, 1991.

Crystal, S., Beck, P., Guttmacher, S., Karus, D., and Dengelegi, L. Dangerous myths: misconceptions about AIDS among inner-city, non-school attending youth. American Public Health Association Annual Meeting, New York, October, 1990.

Guttmacher, S., Kohn, S., and Beck, P. Helping women to reduce the risk of HIV infection: an assessment of community based programs in New York. American Public Health Association Annual Meeting, New York City, October, 1990.

Crystal, S., Schiller, N., Dejowski, E., Hansell, S., Merzel, C., and Beck, P. Female family members as mediators of utilization of health and social services. Fifth Annual International Conference on AIDS, Montreal, June 1989.

Beck, P. Helping activities & helping norms in informal participatory prayer groups. Association for Jewish Studies Annual Conference. Boston, Mass, December 1986.

Flemming, C. & Beck, P. The home care fiscal management project. Presented at the National Council on Aging Conference. Washington D.C., April 1984.

Beck, P. & Flemming, C. Use of a consortium approach in home care fiscal management. Presented at the American Public Welfare Association Research and Demonstration Conference. Washington D.C., November 1984.

Beck, P. Sex, expressivity and religious orientation: Comparing traditional and non-traditional groups. Presented at the American Psychological Association Annual Convention. Anaheim, August 1983.

Beck, P. Memory improvement in the aged as a function of increased motivation. Presented at the Gerontological Society Meeting. San Diego, November 1980.

Beck, P. Therapeutic interventions with the elderly. Presented at the American Orthopsychiatric Association Convention. Toronto, April 1980.

Leadership Forum Discussion
CIJE Board Meeting
March 19, 1998

1. Approval on basic concept of Forum site (attachment A)

2. Approval on prospective Forum dates (attachment B)

3. Networking Methodology-Generating Interest in the Forum

   - Part 1-Forming Advisory Board (attachment C)
     Lay and professionals to advise on Forum program
     and marketing plan

   - Part 2-Networking to develop list of invitees (attachment D)
     (representing institutions, cities, foundations)

   - Part 3-Hire a PR firm

4. Preliminary Forum Program Tracks (attachment E)

Attachment A

Potential Leadership Forum Luxury Conference Center Sites

Location	Site	Meeting Room Capacity	Sleeping Rooms	Nearby Hotels	Distance from Airport	Comments
New York area	Palisades Executive Conference Center Palisades, NY	230-350 classroom 375 theater	206	Pearl River Hilton 106 rooms	45 mins. Newark, LaGuardia	Done kosher events before.
New York area	Hamilton Park Conference Hotel Florham Park, NJ	250 classroom 320 theater	217	Governor Morris 198 rooms Summerfield Suites	30 mins. Newark	Very experienced with kosher events; biggest client McKinsey and Co.
New York area	Doral Arrowwood Westchester, NY	330 classroom	272	Ryetown Hilton 436 rooms	30 mins. LaGuardia	Checking availability and kosher possibility.
New York area	Rye Town Hilton Rye Brook, NY	600 classroom 600 dining	436	--	1 hr. Newark50 mins. LaGuardia	Kosher okay.
Princeton, NJ	The Forrestal at Princeton	250 classroom 400 theater 300 dining	290/250 group max.	Marriott Hotel Hyatt Regency 348 rooms	38 miles/45 mins. Newark	Never done kosher but open to discussion.
Chicago area	Oak Brook Hills	960 classroom (divide to 480 classroom; 480 dining)	382	--	15 miles/35 mins. Chicago O'Hare	Willing to do kosher, but depends on size of group.
Chicago area	Hickory Ridge Conference Center	350 classroom 350 dining	376	--	20 miles/25 mins. Chicago O'Hare	Cannot do kosher. Under renovation; to be completed by 1999
Washington, DC area	Lansdowne Conference Resort	420 classroom 350 dining	300	--	8 miles Dulles, 45 mins. National	Kosher okay.

Attachment B

March

1999 1999

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	Purim 2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	Passover First Seder 31			

April

1999 1999

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				Passover Second Seder 1	Passover 2	Passover 3
Passover 4	Passover 5	Passover 6	Passover 7	Passover 8	CJF Quarterly 9	CJF Quarterly 10
CJF Quarterly 11	CJF Quarterly 12	CJF Quarterly 13	14	15	16	17
FORUM? 18	FORUM? 19	FORUM? 20	21	22	23	24
FORUM? 25	FORUM? 26	FORUM? 27	28	29	30	

May

1999 1999

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	Shavuot 21	Shavuot 22
23	Memorial Day 24	25	26	27	28	29

Advisory Board Recommendations
Revised as of March 13, 1998 Forum Planning Meeting

Attachment C

	Lay Leaders			
Contact				
LP/MLM	Phil	Margolius	Chair	Jewish Community Center Association (JCCA)
Chuck Ratner	Dan	Shapiro		Council of Jewish Federations (CJF)
Cippi Harte	Lynn	Korda Kroll		New York United Jewish Appeal (UJA) - Federation
Chuck Ratner	Mark	Lainer		Los Angeles Federation
Lee Hendler	Barbara	Dobkin		New York City
Lee Hendler	Andy	Groveman		Memphis
Chuck Ratner	Gerald	Cohen		Atlanta
	Stacy	Mandel Petricig		Florida
	Michael	Bohnen		Boston
	Deborah	Pell		
	Ms.	Lauder		San Francisco
	Ethan	Penner		San Francisco
Lee Hendler	Mark	Lerner		Baltimore
	Lynn	Liss		St. Louis
	Jaynie	Schultz Romaner		Dallas
Gail Dorph	Lisa	Goldberg		Revson
Lee Hendler	Mark	Slutsky		
	Professionals			
	Barry	Shrage	Executive Director	Combined Jewish Philanthropies (CJP), Boston
	John	Ruskay	Chief Operating Officer	United Jewish Appeal (UJA) - Federation
	Saul	Andron	Associate Director	Jewish Education Service of North America (JESNA)
	Bob	Abramson	Education Director	United Synagogue of Conservative Judaism (USCJ)
	Jan	Katzew	Education Director	Union of American Hebrew Congregations (UAHC)
	Richard	Joel	Executive Director	National Hillel
	Avraham	Infeld	Executive Director	Melitz
	Michael	Rosenak	Mandel Prof. of Jewish Ed.	Hebrew University
	Michael	Paley	Executive Director	Synagogues & Communities, United Jewish Appeal (UJA) - Federation
	Larry	Moses	Vice President	Wexner Foundation - Ohio
	Nathan	Laufer	President	Wexner Heritage Foundation - New York
	Sheldon	Zimmerman	President	Hebrew Union College (HUC) -Cincinnati
	Ismar	Schorsch	Chancellor	Jewish Theological Seminary (JTS)
	Norman	Lamm	President	Yeshiva University (YU)
	Alfred	Gottschalk	Chancellor	Hebrew Union College (HUC) -Cincinnati
	Alexander	Schindler	President Emeritus	Union of American Hebrew Congregations (UAHC)
	Jerry	Epstein	Executive Vice President	United Synagogue of Conservative Judaism (USCJ)

Networking Plan to Develop List of Forum Invitees

Institutions				
Assignment	Person to be called	Institution	Telephone	Notes
KAB	Alan Finkelstein	JCCA	212-532-4958	
KAB	Richard Joel	Hillel	202-857-6561	
KAB	Irwin Kula	CLAL	212-779-3300	
KAB	John Ruskay	UJA Federation	212-836-1228	
KAB	Carolyn Keller	CJP (Boston)	617-457-8591	
KAB	Larry Moses	Wexner (Columbus, OH)	614-939-6060	
KAB	Dan Friedlander	UAHC	212-650-4111	
KAB	Dovid Bernstein	Torah Umesorah	914-356-2961	
KAB	Bob Abramson	USY	212-260-8450	
KAB	Bob Hirt	YU	212-960-5263	
KAB	Judy Peck	JTS	212-628-1027 (home)	
KAB	Norman Cohen	HUC	212-824-2259	
KAB	David Teutsch	RRC	215-576-0800	
KAB	Michael Paley	UJA Federation	212-836-1505	
KAB	Susan Weidman Schneider	Lilith Magazine	212-757-0818	
LP/KAB	Louis Perlmutter			
LP/KAB		Conference of Presidents	212-318-6111	
PCH	Norbert Fruehauf	CJF	212-598-3509	
PCH	Dalia Pollack	CJF	212-598-3538	
PCH	Jon Woocher	JESNA	212-529-2000	
PCH	David Elcott	CLAL	212-779-3300	
PCH	Josh Elkin	PEJE	617-491-9190	
PCH	Eliot Spack	CAJE	212-268-4210	
PCH	Carol Diament	Hadassah	212-303-8132	
PCH	Saul Andron	JESNA	212-529-2000	
PCH	Mark Weitzman	Simon Wiesenthal Center	212-370-0320	
PCH	Joan Bronk	Abraham Fund	212-645-4048	National Council of Jewish Women
GZD	Shelly Dorph	Camp Ramah (national)		
	Doniel Hartman	Hartman Institute		

Networking Plan to Develop List of Forum Invitees

Cities Assignment	Person to be called City	Name	Telephone	Notes
KAB	SE Florida	MLM		
KAB	Boston	Barry Shrage	617-457-8606	
KAB	Columbus	Larry Moses	614-939-6060	
KAB/LP	Detroit	Mandell Berman	810-353-8390	
GZD	Atlanta			
PCH	Los Angeles	Gil Graff	213-852-7702	
		Jerry Bubis	(Esther Leah Ritz)	
PCH	Los Angeles	Mark Lainer	818-787-1400 (home)	
PCH	Chicago	John Colman	847-835-1209	
PCH	Milwaukee	Esther Leah Ritz	414-291-9220	
PCH	Baltimore	Lee Hendler	410-363-4135	
PCH	Cleveland	Steve Hoffman	216-566-9200	
PCH	San Francisco	Nechama Tamler	415-512-6284	
PCH	Kansas City	Alan Edelman	913-327-8104	
PCH	Houston	Shirley Barish		
		Anne Kaufman		
PCH	Toronto	Nessa Rapoport	212-873-4606	
PCH	National	Avraham Infeld	810-665-5567 or 011-02-673-4441	
	Minneapolis	Dick Spiegel	612-474-2345	
	Washington, DC	Phil Margolius	(Esther Leah Ritz)	
		Phyllis Margolius		
	Philadelphia	Miriam Schneirov	(Esther Leah Ritz)	Past President Federation, Member of Jewish Center
	Bergen, NJ			
	Montreal			
	Dallas	Jaynie Shultz Romaner		
	St. Louis			
	San Diego			
	Phoenix			

Networking Plan to Develop List of Forum Invitees

Foundations

Assignment	Foundation	Person to be called	Location	Telephone	Notes
	Samis	Rob Toren	Seattle	206-623-0615	
	Blaustein	David Hirschhorn	Baltimore	410-347-7200	
	Koret		SF	415-882-7740	
	Gruss		NY		
	Cummings	Rachel Cowan	NY	212-787-7300	
	Spielberg	Margery Tabankin	LA	310-395-3599	
	Bader	Dan Bader	Milwaukee	414-224-6464	

Attachment E

Preliminary Forum Program Tracks

Our goal is to present to the Forum committee a more developed program outline after the staff retreat. Our intent is to base the program outline on the following four topics which reflect the work of CIJE:

1. Institutional Change
2. Developing Leadership
3. Measuring Outcomes
4. Economics of Jewish Education

Within each of the above our goal is to provide a sense of excitement, stimulation, engagement through the presentation of theory and practice as well as personal and professional accountings.

We aim to include the following points for each of the four topics:

- State the problem
- Data gathering
- Nature of the problem/issue
- Study of appropriate texts
- Dilemmas in terms of action
- Current approaches to each issue
- Brainstorming new approaches
- Personal stories related to the issues

Possible New CIJE Board Members – In Process

Name	Loc.	Denominational Affiliation	Approx. Age	Suggested By	Key Roles	Comments
Phil Margolius		?	60-70	MLM	Chair JCCA Educational Committee	Being Asked by Lester
Harley Gross	CL	Conservative	45-50	MLM/ Chuck	President of Cleveland JECC Vice Chair of Campaign	KAB to meet in March or April
Judy Peck	NY	Conservative	50's	Esther Leah Ritz	President of B'nai Jeshurun; Chair of JTS Rabbinical Board	
Belda Lindenbaum	NY	Orthodox	60's	Judy Peck/ Gail Dorph	Lay Chair of Midreshet Lindenbaum and Bar Ilan	
Beth Ostrow	NY	Conservative	50's	KAB/ Michael Paley	Lay Founder of Solomon Schecter School of Long Island	Visionary leader who is well regarded in the Jewish Community
Allen Jaffe	NY	?	50's	LP/ John Ruskay	Former Chair UJA/ Federation NY	
Michael Bohnen	BO	?	40's	KAB/Barry Shrage	Chair of Boston Continuity Commission	
Daniel Shapiro	NY	Reform?	~~50's~~ 60 early	LP	Former Pres. Of UJA/Federation NY	Did diversity study for UJA
Lynn Korda-Kroll	NY		50's	LP/John Ruskay	Former Chair of NY Continuity Commission	
Barbara Dobkin	NY		50's	KAB/Esther Leah	Creator of Mayan (a Jewish women's center)	
Michael Sovern	NY	?	60's	KAB	Ex-Pres of Columbia Univ; Amer Jewish Congress	
Howard Cabot	Phoenix			KAB	Spearheading new day school in Phoenix	
Joanna Barsh	NY	?	40's	KAB	Director, McKinsey & Co.	
Peter Joseph	NY		50's	Barry Holtz	Chairman of Capital Campaign – JCC Upper Westside	

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Memorandum

To: Board Members

From: CIJE Staff

Date: March 10, 1998

Re: Guiding Principles

After the completion of the outlines of our strategic plan, we were left with two critical planning tasks:

1. Creating a workplan for the first year of implementation of the strategic plan;

2. Laying out the principles that would guide our work and our work culture

The first of these tasks focuses on **what** we are going to do; the second on **how** we will do it. The workplan is now complete. The work on the guiding principles will probably take years to complete. The development of a useful set of guiding principles, almost by definition, must be the result of a long process of reflection by lay and professional leaders about our values, our beliefs and experiences.

We are enclosing for your review, a document which represents the first step in such a long-term process. It is our hope that we can revise this list of fourteen basic principles and then begin to engage in fleshing out each one of them. The eventual end-product would be a half-page to a page on each principle that would explain more deeply what each principle means to us.

A discussion of this draft set of principles is on the agenda of our upcoming Board meeting.

We look forward to an interesting dialogue.

CIJE GUIDING PRINCIPLES

How we work to revitalize Jewish education in North America

- Continually define and refine a paradigm of Jewish education and of institutional change, "a school of thought" that the foundation of our work
- Focus on outcomes and on demonstrating the successful application of this school of thought
- Use a fact-based problem-solving approach
- Bring powerful ideas from the fields of Jewish education, Jewish studies, Business, General education as well as other fields, to bear on the problems of Jewish education
- Apply an "educational lens" to every aspect of our work
- Create partnerships with other organizations, wherever and whenever appropriate
- Infuse and inform our work with Jewish content

How we operate internally

- Adhere to standards of professional and ethical practices based in Jewish texts and ideas
- Create a reflective, self-evaluative culture
- Maintain a focus on our mission and strategies
- Work in a team-based, non-hierachal, collegial manner
- Create a lay/professional partnership guided by decisions and direction set by our Board
- Model excellence in organizational management
- Invest in the development of staff at all levels
- Only move into new areas when we have superior leadership and responsible funding plan

The National Jewish High School Leadership Seminar

JEWISH SPIRITUALITY AND SECONDARY EDUCATION CONFERENCE

Cambridge, MA ❖ March 8 – 9, 1998

SCHEDULE

SUNDAY, MARCH 8

9:00 - 9:30	Registration and coffee
9:30 - 11:15	Introductory Session: Concepts, Issues, Questions Led by: Rabbi Daniel Lehmann Headmaster, New Jewish High School of Greater Boston
11:15 - 11:30	BREAK
11:30 - 1:00	Encountering a Powerful Conception of Spirituality Led by: Dr. Bernard Steinberg Executive Director, Harvard-Radcliffe Hillel
1:00 - 1:45	LUNCH
1:45 - 3:00	Further Developing and Reacting to Conception #1
3:00 - 4:30	BREAK
4:30 - 6:30	Spirituality and Adolescence Led by: Dr. Joseph Reimer Associate Professor of Jewish Communal Service, Brandeis University
6:30 - 7:30	Listening to the Voices of Recent Graduates RECEPTION & HORS D'OEUVRES
7:30 - 8:30	DINNER
8:30 - 9:45	Informal Small Group Activity

MONDAY, MARCH 9

8:00 - 8:30	BREAKFAST
8:30 - 9:00	Review Proceedings of Day 1
9:00 - 11:30	Encountering a Second Powerful Conception of Spirituality
	Led by: Dr. Arthur Green Philip W. Lown Professor of Jewish Thought, Brandeis University
11:30 - 11:45	BREAK
11:45 - 12:30	On Taking an Aim Seriously
	Led by: Dr. Daniel Pekarsky Professor of Educational Policy Studies, University of Wisconsin & CIJE Consultant
12:30 - 1:15	LUNCH
1:15 - 3:15	Translating a Conception of Spirituality into Educational Practice
3:15 - 3:30	BREAK
3:30 - 4:15	The Personal and the Professional: Reflecting on the Encountered Conceptions of Spirituality
4:15 - 5:00	CONCLUDING SESSION

The National Jewish High School Leadership Seminar
Jewish Spirituality and Secondary Education Conference
Cambridge, MA ❖ March 8 – 9, 1998

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Conference on Exploring Careers in Jewish Leadership

03/17/98

University	Firstname	Lastname
Amherst		
	Erica	**Greenbaum**
	Beth	**Nichols**
Boston Univ.		
	Elizabeth	**Shamooni**
Boston University		
	Shira	**Lipsky**
	Shira	**Seri**
Brandeis		
	Deena	**Grant**
	Lisa	**Kahn**
	Ilana	**Kobrin**
	Dahlia	**Kronish**
	Lisa	**Seligsohn**
Brown		
	Rachel	**Hochhieser**
	Rachel	**Siegal**
	Ilana	**Streit**
Clark		
	Ari	**Miller**
	Rachel	**Wallach**
Harvard		
	Zevi	**Gutfreund**
	Michael	**Rosen**
	Jesse	**Sage**
	Shana	**Starobin**
	Dorothy	**Weiss**
Smith College		
	Carole	**Baden**
	Anna	**Rosenfield**
Tufts		
	Stuart	**Chizzik**
	Marshall	**Einhorn**
	Carolyn	**Levy**
	Marissa	**Morgan**
	Mindy	**Popp**
	Adam	**Schrier**
	Deborah	**Skolnick**
	Neil	**Tow**
	Shari	**Volk**
U. of New Hampshire		
	Debbi	**Gerofsky**
	Andrea	**Lutsk**
UMass		
	Maggie	**Levine**
Univ. of Connecticut		

University	Firstname	Lastname
	Rebekah	Levy
Univ. of New Hampshire		
	Avraham	Harris
Wellesley		
	Jill	Rubin
	Risa	Weinstein
Wesleyan		
	Avi	Grossman-Spivack
	Jennifer	Shockett
Williams College		
	Jordana	Schuster
Yale		
	Joshua	Feigelson
	Eve	Karkowsky
	Claire	Sufrin

Total: 44 Student Participants

עת לעשות
A Time to Act

CIJE

Council for Initiatives in Jewish Education

February 26, 1998

Dear

In response to the changing realities of Jewish life in America, many institutions and agencies are engaged in a process of reimagining and reinventing themselves. This environment of change is placing new demands on rabbinic leadership. Several (if not all) of the major rabbinical schools have begun assessing their programs in light of these external changes. In our consultations with rabbinic programs and in running leadership seminars, we have seen that in spite of the very real differences in outlook and practice among the various movements many of the critical issues in training rabbis cut across the denominational spectrum.

The Nathan Cummings Foundation and CIJE have jointly agreed to sponsor a conference that will bring together leaders of rabbinic training programs from around the world to discuss some of the common issues they face as they plan for the future. This conference will be organized around a highly interactive format. Our aim is to facilitate the sharing of ideas among the various rabbinic institutions and to seed the discussion with stimulating ideas from other fields (i.e. business, general education, leadership training and political science.)

The conference will take place over 3-days and 2-nights at a retreat center. Some issues of interest we have heard in preliminary discussions with rabbinical school leaders are:

15 East 26th Street, New York, NY 10010-1579 • Phone (212) 532-2360 • Fax (212) 532-2646

- Changing rabbinic roles and their implications for educational goals and programs
- The development of the rabbi as a spiritual/ethical person
- New findings in the field of adult learning
- The recruiting, training, development and ongoing management of rabbinical school 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 design of the conference will reflect the expressed needs and concerns of leaders of rabbinic programs. For this reason, we are inviting each institution to appoint a point person to serve on the planning committee. The planning group will help develop the agenda, the invitation list, the topics to be discussed, the presenters and the logistical arrangements. Planning meetings will take place in New York, but those who wish to join by phone will be welcome.

Please let us know if you are interested in attending, and, if so, who from your institution would like to participate in this conference. In general, we would like to invite up to two people from each school, but exceptions can be made where appropriate. It is our thinking to keep this group small enough to allow for maximum participation and interaction. If there is someone from your institution who can help with the planning, please send his/her name and contact information at your earliest convenience (see attached form).

The conference will be free of charge. CIJE and Nathan Cummings Foundation will underwrite all hotel and meal costs. Travel expenses will be the responsibility of individual participants, although travel stipends are available for those who need them.

We look forward to your participation and hope to hear from you soon.

B'shalom,

Karen A. Barth
Executive Director

cc: Rachel Cowan

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION (CIJE)
CONFERENCE ON RABBINIC EDUCATION

❑ YES, we are interested in participating.

❑ No, we are not interested in participating.

Institution ______________________________
Address ______________________________
Telephone ______________________________
Fax ______________________________
E-mail ______________________________
Contact person ________________________

Possible attendees ________________________
____
____
____

❑ YES, we are willing to help with the planning. Please contact our representative:

Name ______________________________
Address ______________________________
Telephone ______________________________
Fax ______________________________
E-mail ______________________________

❑ YES, we would like to discuss receiving a stipend towards our travel expenses.

Please return this form by March 2, 1998 to:
Jessica Holstein, Program Assistant
CIJE, 15 East 26th Street, Suite 1817, New York, NY 10010
Telephone: (212) 532-2360, extension 25
Fax: (212) 532-2646

CIJE Conference on Rabbinic Education
List of Invited Participants

Rabbi Norman J. Cohen, Provost
Hebrew Union College - Jewish Institute for Religion, New York, NY
Attendees: Norman Cohen, Sheldon Zimmerman
Planning Committee: Norman Cohen

Dr. Daniel Gordis, Dean of Rabbinics
Ziegler School of Rabbinic Studies, University of Judaism, Bel Air, CA
Attendees: Daniel Gordis, Edward Harwitz, Aryeh Cohen
Planning Committee: Daniel Gordis

Rabbi Robert S. Hirt, Vice President for Administration and Professional Education
Rabbi Isaac Elchanan Theological Seminary (RIETS), New York, NY
Attendees:
Planning Committee:

Rabbi William H. Lebeau, Dean of Rabbinical School
Jewish Theological Seminary of America, New York, NY
Attendees: William Lebeau
Planning Committee: William Lebeau

Rabbi Professor Jonathan Magonet, Principal
The Leo Baeck College, London, England
Attendees: Jonathan Magonet
Planning Committee: Jonathan Magonet

Rabbi Marcia Prager, Head of Rabbinical Program
Aleph: Alliance for Jewish Renewal, Philadephia, PA
Attendees: Marcia Prager
Planning Committee: Marcia Prager

Dr. David Teutsch, President
Reconstructionist Rabbinical College, Wyncote, PA
Attendees: David Teutsch, Reena Spicehandler
Planning Committee: David Teutsch, Reena Spicehandler

Rabbi Shohama Wiener, President
Academy for Jewish Religion, New York, NY
Attendees: Shohama Wiener, Samuel Barth
Planning Committee: Samuel Barth

Rabbi Dr. David Weiss-Halivni, Resh Metivta
Institute of Traditional Judaism (The Metivta), Teaneck, NJ
Attendees:
Planning Committee:

Rabbi Dr. Felipe Yafe, Dean
Seminario Rabinico Latinamericano, Buenos Aires, Argentina
Attendees: Felipe Yafé, Abraham Skorka
Planning Committee:

March 19th, 1998

Board Meeting

Content of Books

EDUCATIONAL PRINCIPLES
THAT INFORM ALVERNO PRACTICE

1. Education goes beyond knowing to doing what one knows

2. Assessment is an integral part of learning

3. Educators are RESPONSIBLE for making learning more available by ARTICULATING OUTCOMES and making them PUBLIC

4. LEARNING must be
   - Integrative
   - Self-aware
   - Active/Interactive
   - Developmental
   - Transferable

5. If learning is integrative,
   ASSESSMENT MUST BE
   - Performance-Based

6. If learning is self-aware,
   ASSESSMENT MUST INCLUDE
   - Self-Assessment
   - Public, Expected Outcomes/Criteria

7. If learning is active/interactive,
   ASSESSMENT MUST INCLUDE
   - Feedback
   - External elements

8. If learning is developmental,
   ASSESSMENT MUST BE
   - Cumulative
   - Expansive

9. If learning is transferable,
   ASSESSMENT MUST INCLUDE:
   - Multiplicity

Summary: ASSESSMENT ESSENTIALS:

- Public, Expected Outcomes/Criteria
- Performance

• Feedback	• Multiplicity
• Self Assessment	• Cumulative Nature
• Externality	• Expansiveness

10. The effectiveness of assessment for everyone involved depends on the existence of a total dynamic system that contributes to the coherence and continuous improvement of the curriculum.

Alverno College Faculty, STUDENT ASSESSMENT-AS-LEARNING AT ALVERNO COLLEGE. Milwaukee, WI: Alverno College Institute, 1994.

Mission and Purpose

Alverno
COLLEGE

3401 South 39 Street • P.O. Box 343922 • Milwaukee, WI 53234-3922
414-382-6000

MISSION

Alverno College is an institution of higher education to educate women. The student — her learning and her personal and professional development — is the central focus of everyone associated with Alverno. Agreement regarding this mission is evident throughout the college in its publications and operating philosophy. It is the recurring theme in messages of the Board of Trustees and the president of the college, in catalogs and educational publications, and in the daily approach of faculty and staff to their work. The college's accomplishments are measured by how well we carry out this central mission.

PURPOSES

The following major purposes provide direction in pursuit of our mission, as well as a means of evaluating the level of its attainment at any given time.

These purposes are stated in the present tense to communicate our belief that creating an institution and programs appropriate to the educational needs of women of the late twentieth century is an ongoing work.

The four purposes are

1. Creating a Curriculum

The curriculum, designed by faculty as the major source for student attainment of educational goals, includes both a philosophy and a program of education. It is

- ability-based and focused on student outcomes
- integrated in a liberal arts approach to the professions
- rooted in the Catholic tradition
- designed to foster leadership and service in the community
- flexible, to accommodate the educational goals of women with diverse responsibilities
- affordable, to accommodate women's economic circumstances

2. Creating a Community of Learning

The personal and professional development of students requires an environment in which expectations regarding learning and development hold for faculty and staff as well as for students, and in which policies, structure, and procedures support those expectations.

Faculty and staff, therefore, make explicit their goal of creating a community of learning to ensure that the institution they are responsible for serves all its members: students, faculty, staff.

3. Creating Ties to the Community

In support of its mission, Alverno faculty and staff work in partnership with business, industry, and the professions, so that Alverno's curriculum effectively prepares women to enter or continue in the world of work as it now is, as well as to contribute to where it is headed.

4. Creating Relationships with Higher Education

As colleagues in a diverse set of professions comprising higher education, Alverno faculty and staff hold themselves responsible to contribute to the development of undergraduate education nationally and to elicit from colleagues constructive criticism of their teaching, scholarly, and research activity.

OUTLINE FOR CIJE

I. Alverno's vision-driven philosophy and practice of education (i.e. students & their needs)

A. Who are Alverno's students?

B. What are the social, economic and technological changes affecting our students lives?

C. How then shall we educate Alverno students for their present and their future?

II. Given Alverno's student focus — how do we translate this philosophy and practice for the education of teachers?

III. Question & Responses

Alverno at a glance

ENROLLMENT

- Alverno's Fall 1997 enrollment is 2,157 students. This number includes Weekday and Weekend College undergraduates and 50 students in the Weekend College Master's program.
- 87% of Alverno's 1996-97 incoming students were retained after their first year.
- 83% of Alverno's 1996-97 incoming minority students were retained after their first year.

WHO COMES TO ALVERNO

- 63% of our students come from the Greater Milwaukee area. The rest come from northern Illinois, Wisconsin and other Midwestern states.

  Milwaukee Area 63.1%
  Other Wisconsin 33.1%
  Out of State 3.4%
  International/Unreported .4%

- 31% of Alverno's enrollment is made up of minority students.
- Approximately 70% are first-generation college students.

PROGRAMS OF STUDY

- Alverno's 63 program areas reflect majors, minors and associate degrees. They are contained within seven academic divisions: Integrated Arts and Humanities; Behavioral Sciences; Business and Management; Education, Information and Computer Studies; Natural Sciences and Technology; Fine Arts; and Nursing.
- The most popular areas of study are business and management, nursing, professional communication, education and psychology.
- The number of students enrolled as biology and chemistry majors has more than doubled since 1991.
- Integrated Arts and Humanities (English, history, philosophy, and religious studies) enjoys high enrollment — 89 students as majors, 214 as minors.
- Computer studies is a popular minor at Alverno. Last semester, 416 students declared computer studies as a minor.
- Alverno's first graduate-degree program is a Master of Arts focused on teaching, learning and assessment for practicing teachers and persons in training/instructional design.

ALVERNO'S EIGHT ABILITIES

Communication - Make connections that create meaning between yourself and your audience. Learn to speak, read, write and listen effectively, using graphics, electronic media, computers and quantified data.

Analysis - Think clearly and critically. Fuse experience, reason and training into considered judgment.

Problem Solving - Figure out what the problem is and what is causing it. With others or alone, form strategies that work in different situations. Then, get done what needs to be done, evaluating effectiveness.

Valuing in Decision-Making - Recognize different value systems, including your own. Recognize the moral dimensions of your decisions and accept responsibility for the consequences of your actions.

Social Interaction - Know how to get things done in committees, task forces, team projects and other group efforts. Elicit the views of others, mediate conflict, and help reach conclusions.

Global Perspectives - Act with an understanding of and respect for the economic, social and biological interaction of global life.

Effective Citizenship - Be involved and responsible in the community. Act with an informed awareness of contemporary issues and their historical contexts. Develop leadership abilities.

Aesthetic Responsiveness - Engage with various forms of art and the contexts from which they emerge. Take and defend positions regarding the meaning and value of artistic expressions.

FACULTY

Alverno has 107 full-time faculty members. Alverno faculty are recognized nationally for their teaching expertise. 565 educators representing over 200 institutions — from across this country and from many other countries — attended workshops this past year to study Alverno's teaching methods.

WHY STUDENTS COME TO ALVERNO

The top three reasons given by incoming students for choosing Alverno are:
— academic reputation;
— individual attention;
— ability-based curriculum.

ALVERNO'S COST

- Weekday College tuition for 1997-98 is $9,672 annually ($10,392 for nursing and engineering students).
- Weekend College tuition is $8,544 annually ($9,168 for nursing students).
- Room and board for 1997-98 is $4,040 annually.
- Over 85% of students received financial aid in 1996-97 from institutional, state and federal programs. Approximately 30% of Weekend College students are reimbursed by their employers for all or a portion of their tuition cost.

CAREER DEVELOPMENT

Within a year of graduation, over 90% of our alumnae are working, and over 80% are working in the fields they prepared for here. This outstanding employment rate results from the work of our highly regarded career-planning program, as well as an Alverno education's emphasis on acquiring the abilities needed to put knowledge to use.

RECOGNITION

Alverno's unique emphasis on learning the abilities needed to put knowledge to use — commonly called "ability-based education" — has gained national praise.

- Since 1983, *U.S. News & World Report* consistently has rated Alverno among the best liberal arts colleges.
- Alverno's Dean of Education, Dr. Mary Diez, received the Harold W. McGraw, Jr. Prize in Education, which recognizes, on a national level, outstanding individuals who have made significant contributions to the advancement of knowledge through education.
- Alverno received the Hesburgh Award for its outstanding faculty program to enhance undergraduate teaching.
- College deans surveyed by the Carnegie Foundation for the Advancement of Teaching rated Alverno's general education curriculum among the three most successful in the U.S. — along with Harvard and the University of Chicago
- Three of the nation's largest foundations awarded $2.5 million to Alverno:
  - The Pew Charitable Trusts: improvement in undergraduate teaching
  - John D. and Catherine T. MacArthur Foundation: distinctive approach to liberal arts education
  - W.K. Kellogg Foundation: "comprehensive model of institutional transformation"

Alverno COLLEGE

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www.alverno.edu

Alverno College is a four-year, liberal arts, independent, Catholic college for women.

Alverno College

ABILITY-BASED LEARNING PROGRAM

Since the early 1970s, the Alverno College faculty have been developing and implementing ability-based undergraduate education. More recently, educators at every level — elementary, secondary, undergraduate, postgraduate and professional — have become involved in an effort to redefine education in terms of abilities needed for effectiveness in the worlds of work, family, and civic community.

One of the greatest challenges to faculty in shaping an ability-based program is the tendency to think of the development of abilities in contrast to a mastery of subject matter or content, as if one precludes the other. Through our practice, we have learned that it is impossible to teach for abilities without a subject matter context. The distinctive feature of an ability-based approach is that we make explicit the expectation that *students should be able to do something with what they know*.

Few educators would argue with the proposition that a close reading of a philosophic text should have an impact on the thinking of students beyond merely grasping the meaning. The encounter with complex ideas should help develop the students' ability to reason and question and help them one day to think and act effectively in contexts removed from the original concern of the text. By making such expectations explicit and by clarifying steps one can take to develop cognitive and affective habits, we assist students in learning how to learn.

Ability-Based Learning Outcomes

The specific abilities identified by our faculty as central to our approach to liberal arts and professional education are:

Communication
Analysis
Problem Solving
Valuing in Decision-Making
Social Interaction
Global Perspectives
Effective Citizenship
Aesthetic Responsiveness

These are the most visible features of our learning program. However, it would be a fundamental misperception to see students' development and demonstration of these eight abilities as the primary outcome or end of an Alverno education. Our ultimate goal is the development of each student as an educated, mature adult with such personal characteristics as

- a sense of responsibility for her own learning and the ability and desire to continue learning independently
- self-knowledge and the ability to assess her own performance critically and accurately
- an understanding of how to apply her knowledge and abilities in many different contexts.

Essentially, our goal for students is independent lifelong learning, and the development and demonstration of specific abilities in disciplinary and interdisciplinary contexts are a means to that end. For example, our formal requirement that students develop specific abilities in one course context and then apply them to the subject matter of other courses encourages *every* student in the college to transfer learning independently because the explicit expectation makes *every* student aware of the possibility.

Individual Abilities as Frameworks for Learning

In the educational program described above, individual abilities cannot be separated from each other or from the individual who performs them. There can be no effective social interaction, for example, without the ability to speak clearly and persuasively; one cannot respond aesthetically without a sensitivity to the values that underlie judgment.

But we make conceptual distinctions among the abilities in order to teach for them. Each ability provides a framework or a plan for students to work effectively with the subject matter of their courses. As students gain experience, they begin to draw upon various abilities they have learned and combine them in more complex ways.

(Continued on page 4)

ABILITIES AND DEVELOPMENTAL LEVELS*

1 Develop communication abilities by connecting with everything involved in communication: people, ideas, texts, media, and technology

Level 1 — Identify own strengths and weaknesses as communicator
Level 2 — Demonstrate the interactive nature of communication in a variety of situations that involve combinations of speaking, writing, listening, reading, quantitative literacy, and computer literacy
Level 3 — Effectively and purposefully make meaning using a variety of communication modes (speaking, writing, listening, reading, quantitative literacy, media literacy, and computer literacy) in a given communication situation
Level 4 — Communicate creatively in ways that demonstrate integration using disciplinary frameworks

In majors and areas of specialization:
Level 5 — Communicate with habitual effectiveness in relation to disciplinary/professional positions or theories
Level 6 — Communicate with creativity and habitual effectiveness using strategies, theories, and technology that reflect engagement in a discipline or profession

2 Develop analytical abilities

Level 1 — Show observational skills
Level 2 — Draw reasonable inferences from observations
Level 3 — Perceive and make relationships
Level 4 — Analyze structure and organization

In majors and areas of specialization:
Level 5 — Establish ability to employ frameworks from area of concentration or support area discipline in order to analyze
Level 6 — Master ability to employ independently the frameworks from area of concentration or support area discipline in order to analyze

3 Develop facility in using problem solving processes

Level 1 — Articulate own problem solving process, making explicit the steps taken to approach the problem(s)
Level 2 — Analyze the structure of discipline- or profession-based problem solving frameworks
Level 3 — Use discipline- or profession-based problem solving frameworks and strategies
Level 4 — Independently examine, select, use, and evaluate various approaches to develop solutions

In majors and areas of specialization:
Level 5 — Collaborate in designing and implementing a problem solving process
Level 6 — Solve problems in a variety of professional settings and advanced disciplinary applications

Using any or all parts of a problem solving process means:
- Define the problem
- Analyze/brainstorm
- Select a strategy
- Implement a strategy
- Evaluate

4 Develop facility in making value judgments and independent decisions

Level 1 — Identify own values
Level 2 — Infer and analyze values in artistic and humanistic works
Level 3 — Relate values to scientific and technological developments
Level 4 — Engage in valuing in decision-making in multiple contexts

In majors and areas of specialization:
Level 5 — Analyze and formulate the value foundation/framework of a specific area of knowledge, in its theory and practice
Level 6 — Apply own theory of value and the value foundation of an area of knowledge in a professional context

5 Develop facility for social interaction

Level 1 — Identify own interaction behaviors utilized in a group problem solving situation
Level 2 — Analyze behavior of others within two theoretical frameworks
Level 3 — Evaluate behavior of self within two theoretical frameworks
Level 4 — Demonstrate effective social interaction behavior in a variety of situations and circumstances

In majors and areas of specialization:
Level 5 — Demonstrate effective interpersonal and intergroup behaviors in cross-cultural interactions
Level 6 — Facilitate effective interpersonal and intergroup relationships in one's professional situation

6 Develop global perspectives

Level 1 — Assess own knowledge and skills to think about and act on global concerns
Level 2 — Analyze global issues from multiple perspectives
Level 3 — Articulate understanding of interconnected local and global issues
Level 4 — Apply frameworks in formulating a response to global concerns and local issues

In majors and areas of specialization:
Level 5 — Generate theoretical and pragmatic approaches to global problems, within a disciplinary or professional context
Level 6 — Develop responsibility toward the global environment in others

7 Develop effective citizenship

Level 1 — Assess own knowledge and skills in thinking about and acting on local issues
Level 2 — Analyze community issues and develop strategies for informed response
Level 3 — Evaluate personal and organizational characteristics, skills and strategies that facilitate accomplishment of mutual goals
Level 4 — Apply her developing citizenship skills in a community setting

In majors and areas of specialization:
Level 5 — Show ability to plan for effective change in social or professional areas
Level 6 — Exercise leadership in addressing social or professional issues

8 Develop aesthetic responsiveness: involvement with the arts

Level 1 — Articulate a personal response to various works of art
Level 2 — Explain how personal and formal factors shape own responses to works of art
Level 3 — Connect art and own responses to art to broader contexts
Level 4 — Take a position on the merits of specific artistic works and reconsider own judgments about specific works as knowledge and experience change

In majors and areas of specialization:
Level 5 — Choose and discuss artistic works which reflect personal vision of what it means to be human
Level 6 — Demonstrate the impact of the arts on her life to this point and project their role in personal future

* *Alverno faculty are constantly engaged in refining and extending their understanding of the abilities and their developmental levels. If you are interested in further refinements, please contact the Alverno College Institute.*

Teaching and Assessing Student Abilities

In order to make these complex abilities teachable, we have articulated each one as a series of developmental levels corresponding to student progress across her college career, from general education (levels one through four) to specialized work in the majors and supporting areas of study (levels five and six). For each level of ability we have devised criteria for the ability being performed.

These criteria serve two purposes. They provide a student with a tangible goal for her learning, and they give the faculty a standard for judging and certifying that she has demonstrated the ability. These college-wide criteria are generic in the sense that they are not tied to specific courses. Each faculty member writes specific performance criteria in language appropriate to the context of specific courses. But the common understanding on the part of faculty helps to ensure that the student recognizes that the same basic ability has relevance in multiple course contexts and that she is refining her ability through multiple applications.

As a context for evaluating student demonstration of abilities, we have developed the concept of student assessment as a multidimensional process of judging the individual in action. Assessment is multidimensional, both in the sense that students have multiple opportunities to demonstrate specific abilities, and that individual assessments engage students in multiple ways — as writers, as speakers, as creators of artifacts.

In both course-based assessments and integrative assessments that focus student learning from several courses, we elicit samples of performance representing the expected learning outcomes of a course or program. Faculty and other trained assessors observe and judge a student's performance based on explicit criteria. Their diagnostic feedback, as well as the reflective practice of self assessment by each student, helps to create a continuous process that improves learning and integrates it with assessment.

General Education

Each department emphasizes the abilities most closely related to its studies and is responsible for providing learning and assessment opportunities for those abilities. In beginning courses, students develop and demonstrate levels one and two of the abilities. They continue to advance through the levels within a coherent arrangement of courses. The distribution of learning and assessment opportunities among all general education courses in the humanities, fine arts, natural and behavioral sciences as well as the introductory courses in majors and supporting areas of study, assures students of multiple opportunities to demonstrate all eight abilities through level four. And since each course beyond the introductory level carries ability prerequisites as well as course prerequisites, students are assured of taking each course when they are ready to develop the levels of abilities emphasized there.

Specialization

Each department has specified the integrated knowledge/performance expectations of advance level undergraduate specialization in its major and has related those to the appropriate general abilities of the entire college curriculum. For example, English faculty have determined that one of the outcomes they expect for their majors is to "communicate an understanding of literary criticism, question its assumptions, and use its frameworks to analyze and evaluate works." The department has made explicit connections between this outcome and communication, analysis, valuing, and aesthetic response abilities at the advanced levels.

For a major in chemistry, students must "use different models of chemistry to analyze and synthesize chemical data and to critique the data, strategies, and models of chemistry." The primary focus of these outcomes is level six of analysis — independent application of theory. But a student must also draw upon her valuing ability to critique the underlying assumptions of the theoretical models, and she must be able to communicate her analysis and criticism effectively in different modes. In essence, students at the advanced level must be able to engage all of their abilities to be effective.

This brief overview represents a curriculum in the process of ongoing development. Over the years we continue to revise our sense of the meaning of the abilities. Our insights grow from our experience of teaching them and studying how our students develop them. We expect that our ability-based curriculum will always be a "work in progress" and that we will be able to serve as models of lifelong learners for our students.

Materials for further reading on teaching for outcomes across the curriculum, on student assessment, on ability-based curricula in major fields, and research and evaluation studies of the value, worth, and effectiveness of the curriculum are available from:

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414-382-6087

CHAIRMAN'S COUNCIL NAMES

<u>Agreed to Join</u>
Bill Berman
David Hirschhorn
Mark Lainer
Richard Scheuer
Bennett Yanowitz
Ezra Merkin
Gershon Kekst
Michael Jesselson
Matthew Maryles

<u>Being Invited</u>
Charles Bronfman
Morris Offit
Judy Peck
Peter May
Manuel Mayerson
George Rohr
Jack Nash
Burt Lehman
Michael Steinhardt
Henry Taub
Daniel Rose
Bruce Slovin
Lauren Merkin
Louise Greilsheimer

JEWISH STUDIES AND EDUCATION AT UW-MADISON
A PROPOSAL

EXECUTIVE SUMMARY

The University of Wisconsin-Madison School of Education is consistently included among the five best in the United States, and was rated as the best in the country in the last two national surveys of all such schools and colleges conducted by the University of Illinois in 1989 and 1994. The UW-Madison's Center for Jewish Studies in the College of Letters and Science is one of the nation's leading sites for teaching and scholarly research on a broad variety of topics related to Jewish life and the Jewish experience. The recent addition of two endowed professorships to the Center's faculty has further increased the range and diversity of subjects it can present.

Building on these extraordinary strengths in education and Jewish Studies, the University of Wisconsin -Madison is presently developing a pioneering program in Jewish Studies and Education. This new **Joint Program in Jewish Studies and Education** will feature two components: a track for students interested in either a Certificate or a Major in Jewish Studies and Education; and a center for research that focuses on the intersection between Jewish Studies and Education. Successful development of this initiative will position Wisconsin as the only major public research institution with this kind of program -- a program that will significantly enrich the University of Wisconsin and will meet pressing needs.

The **Joint Program in Education and Jewish Studies** promises to enrich the intellectual life of both the School of Education and the Center for Jewish Studies by encouraging their respective faculties to speak to one another around important but insufficiently discussed questions. It promises to significantly broaden the educational and professional opportunities available to students at the University, especially through its provision for a Certificate and a Major in Jewish Studies and Education. More generally, it promises to contribute to a local, regional, and national culture that will be interested in and will support Jewish Studies; it will do so through its cultivation of educators, educational ideas, and educational practices with the capacity to engage students, Jewish and non-Jewish of *all* ages and in a multitude of settings, in powerful and educationally meaningful encounters with Jewish culture and ideas. A significant consequence of these contributions is that the new program will meet the Jewish community's need for quality-educators in a variety settings at a time when this community has come to recognize the inadequacy of its educational practices and the critical role of high quality education in sustaining a vibrant Jewish culture in North America.

The total cost to establish this innovative program is $1 million; $225,000 will be expended within three years to meet the immediate costs of program design and implementation, with the balance placed in an endowment to generate ongoing income to maintain the teacher preparation and the research components in the future.

LAY LEADERSHIP FORUM:
Questions for Board Meeting

1. - What should be objectives for the Forum?
   - What would success look like?

2. - Should this be a lay or lay/professional conference?

3. - What should be our strategy for planning the Forum?
   - Who should be involved in the planning?
   - Who do we want to attend?
   - How will we motivate these people to attend?
   - Who are the partners we want to invite?

4. - What characteristics should this event have to impact lay leadership support and involvement in Jewish education?
   - Are there any models of conferences with these characteristics?

5. - What kind of papers and research should we commission for the Forum?
   - Should we do a piece of research on lay leaders to present at the Forum?

6. - How should the Forum be announced?
   - What message?
   - What media?
   - To whom should it be announced?

Lay Leadership Forum
Task Time Grid

TASK/TIME	Oct-97	Nov-97	Dec-97	Jan-98	Feb-98	Mar-98	Apr-98	May-98	Jun-98	Jul-98	Aug-98	Sep-98	Oct-98	Nov-98	Dec-98	Jan-99	Feb-99	Mar-99	Apr-99	May-99	Jun-99
Program:																					
Set goals and objectives	→	→																			
Form planning committee		→	→	→																	
Set schedule for planning meetings			→	→																	
Plan program			→	→	→	→	→	→	→	→	→	→	→								
- format			→	→	→	→	→														
- content						→	→	→	→	→	→	→									
- presenters								→	→	→	→	→	→								
- contact presenters re: availability/content								→	→	→	→	→	→								
Commission papers to be presented				→	→	→	→	→	→												
Pre-Forum research and design																					
- decide what kind of research to commission		→	→	→																	
- identify possible researchers				→	→	→															
- commission research piece(s)						→	→	→	→												
Hold Forum																		→			
Post forum follow-up																					
- publications																			→	→	→
- other CIJE mailings																			→	→	→
Networking/Outreach:																					
Contact local Federation leaders for input/support		→	→	→	→																
Develop list of planning partners	→	→	→																		
Create network database system for cataloging people	→	→																			
- establish database needs	→	→																			
- decide what information will be needed over time	→	→																			
- envision how information might be used in the future	→	→																			
- consider potential uses for other CIJE programs	→	→																			
- establish what information CIJE already possesses	→	→																			
- identify information sources	→	→																			
- gather information, obtain directories	→	→	→	→																	
- input data	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
- maintain, verify, and update data	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→
Identify list of people to meet with to solicit ideas/wisdom	→	→	→																		

Lay Leadership Forum
Task Time Grid

TASK/TIME	Oct-97	Nov-97	Dec-97	Jan-98	Feb-98	Mar-98	Apr-98	May-98	Jun-98	Jul-98	Aug-98	Sep-98	Oct-98	Nov-98	Dec-98	Jan-99	Feb-99	Mar-99	Apr-99	May-99	Jun-99
Set up meetings to "interview" & solicit support			—	—	—	→															
Identify list of people to invite to attend		—	—	—	—	—	—	—	—	—	—	—	→								
Maintain list of those who express interest	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	→
Graphic Design Materials:																					
Collect graphic design info.	—	→																			
Select graphic designer			—	→																	
Decide on a "look"			—	→																	
Make list of design needs (letterhead, logo, hold-the-date		—	→																		
card, program, invitations, preliminary program, giveaways)																					
Announce the Forum publicly		→																			
PR materials																					
- advertisements																					
- press releases																					
Registration form/material																					
- develop									—	—	→										
- produce											—	—	→								
- mail													—	→							
CIJE info/brochures to attendees about the Forum													—	→							
Pre-Forum mailing to include																—	→				
- directions to site										→											
- program book/guide										—	—	—	→								
- agenda										—	—	—	→								
- presenter bios										—	—	—	→								
- schedule												—	—	→							
- registration materials																					
- local maps											—	→									
- tourist activities											—	→									
- restaurants											—	→									
- synagogues											—	→									
- emergency #'s											—	→									
- name tags															—	→					
- participant directory															—	—	→				

Lay Leadership Forum
Task Time Grid

TASK/TIME	Oct-97	Nov-97	Dec-97	Jan-98	Feb-98	Mar-98	Apr-98	May-98	Jun-98	Jul-98	Aug-98	Sep-98	Oct-98	Nov-98	Dec-98	Jan-99	Feb-99	Mar-99	Apr-99	May-99	Jun-99
- addenda to program (changes)																	→	→			
Logistics:																					
Site:																					
- gather site information	→	→	→																		
- determine site qualifications	→	→	→																		
- kosher catering, ability to accommodate																					
- facilities (golf, tennis, spa, beach)																					
- hotel business center (fax, computer, secretary)																					
- accessibility to airport																					
- proximity to synagogues																					
- self-contained/isolated retreat vs. accessible																					
- establish site needs					→	→	→	→													
- sleeping room needs (number)																					
- meeting room needs																					
- on-site office (computer, phone/fax/email, copier)																					
- AV equipment for sessions																					
- recording equipment (audio, video)																					
- visit prospective sites				→	→	→	→														
- select conference site/date								→	→												
- confirm site and date with written contract									→	→											
Meals:																					
- research kosher caterers	→	→	→																		
- gather catering proposals			→	→	→	→															
- visit caterers			→	→	→	→															
- determine meal progamming						→	→	→	→	→	→										
- number of meals						→	→	→	→												
- sit-down vs. buffet						→	→	→	→												
- coffee-breaks, snacks						→	→	→	→												
- select menus								→	→												
- select caterer and sign catering contract								→	→												
Travel:																					
- contact airline/travel agent										→	→	→	→								

Lay Leadership Forum
Task Time Grid

TASK/TIME	Oct-97	Nov-97	Dec-97	Jan-98	Feb-98	Mar-98	Apr-98	May-98	Jun-98	Jul-98	Aug-98	Sep-98	Oct-98	Nov-98	Dec-98	Jan-99	Feb-99	Mar-99	Apr-99	May-99	Jun-99
- participant travel												—	—	→							
- presenter travel												—	—	→							
- staff travel												—	—	→							
- ground transport												—	—	→							
- staff car rental																—	→				
Entertainment:																					
- investigate entertainment options/goals					—	—	—	—	→												
- decide on entertainment programming								—	—	—	→										
- on-site (music/speaker/theater)																					
- off-site (boat trip, other excursion)																					
- sign contracts with entertainers									—	—	—	→									
Staff:																					
- establish on-site staffing needs at Forum												—	—	→							
- registration																					
- general adminstrative support																					
- temporary staff needs													—	—	—	—	—	→			
- pre-Forum (NY)															—	—	—	→			
- Forum (on-site)																		→			
Participants - Special Needs:																					
- determine possible special needs											—	→									
- disabilities																					
- religious accommodations/needs																					
- food requirements																					
- obtain information regarding needs	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	→
- input information in database	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	→
- develop strategy for accommodating needs	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	→
Budget																					
Budget summary							—	→													
Budget breakdown							—	→													
Set fees								—	→												

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

December 7-11, 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, who's 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: *The Road 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 Resource 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.

SISTER JOEL READ
PRESIDENT, ALVERNO COLLEGE

Sister Joel Read is a member of the School Sisters of St. Francis and has served since 1968 as President of Alverno College, a women's liberal arts college located in Milwaukee, Wisconsin. Prior to becoming President, Sister Joel taught history at Alverno and chaired the College's history department. She holds a bachelor's degree in education from Alverno (1948) and a master's degree in history from Fordham University (1951), where she also pursued doctoral studies (1951-54).

In *The Many Lives of Academic Presidents*, by Clark Kerr and Marian L. Gade, 1986, Sister Joel is named as one of a handful of college presidents who have broken new educational ground in the past one hundred years. Under her leadership, Alverno has undergone a curricular metamorphosis that has earned it national attention and praise. The changeover began in 1973 when Alverno introduced its "ability-based" curriculum. In it, students acquire the knowledge traditionally associated with such fields as business, the behavioral sciences, arts and humanities, nursing, science, and the fine arts. Imbedded in this "content" curriculum is a second curriculum in which Alverno students master the abilities needed to put knowledge to use. By the time she graduates, each student has mastered such abilities as valuing, communication, interaction, and problem solving. Alverno is recognized as a national educational leader because of its success with this curriculum.

Sister Joel's leadership in instituting this curriculum has brought her high honors from other educators. In 1980, the Harvard University Graduate School of Education made Sister Joel the first recipient of the Anne Roe Award. Viterbo College presented her with its Pope John XXIII Award in 1977, and the Council for Adult and Experiential Learning gave her the Morris T. Keaton Award in 1992. She has received honorary degrees from Lakeland College (1972), Wittenburg University (1976), Marymount Manhattan College (1981), DePaul University (1985), Northland College (1986), State University of New York (1986) and Lawrence University (1997).

Educational associations across the country seek Sister Joel's assistance. She has served as President of the American Association for Higher Education (1976-77) as well as on the boards of the Council for the Advancement of Experiential Learning (1978-82), the Association of American Colleges (1975-78), the National Catholic Education Association (1971-72), the Robert K. Greenleaf Center (1986-92), and the Educational Testing Service (1987-93). Sister Joel was a Presidential appointee to the National Council of the National Endowment for the Humanities from 1978-84, and currently serves on the board of the Foundation for Independent Higher Education.

Sister Joel has also received much recognition for her efforts on behalf of American women. As President of Alverno, she led in the development of such programs as: Weekend College, which provides an educational timeframe uniquely suited to the schedules of working women; the Career Development Office, which serves not just Alverno students but thousands of other women seeking career planning and guidance help; and the Resource Center on Women, an extensive special collection in the Alverno library that is a nationally-used source of information on the status of women in American life.

For these efforts, Sister Joel was named a Presidential appointee to the United States Commission for the Celebration of International Women's year (1975-76). She chaired the Commission on the Status of Education of Women for the American Association of Colleges (1971-77) and is a member and past President of the National Forum for Women. She has served as a member of the Neylan Commission, an association of colleges affiliated with orders of Roman Catholic women religious, which researched the status of American Catholic women's colleges. In 1993, she was named a Fellow of the American Academy of Arts & Sciences. In 1997, Sister Joel was given the distinct honor of being named the first recipient of the International Rotary Jean Harris Award. She was also named a 1997 Paul Harris Fellow by the Theinsville/Mequon Rotary Club.

Locally, Sister Joel was the recipient of the Sacajawea Award from Professional Dimensions, an organization of business and professional women (1983), the Vocational Recognition Award from the Rotary Club of Milwaukee (1984), the Civic Heroism Award presented by George Watts & Son and Lord Wedgwood (1990), the Headliner Award from Women in Communication (1990), and the Leader of the Year Award from the Wisconsin Leadership Network (1994). She is included in the book, *Wisconsin Women: A Gifted Heritage*, published in 1982 by the American Association of University Women.

Sister Joel volunteers her time and talent to improve her community—Milwaukee—and her state—Wisconsin. She is a founder of the Milwaukee Achiever Program, an organization that provides literacy services to adults, and chaired its board from its creation in 1983 to 1991. She is a member of the Executive Committee of the Wisconsin Foundation of Independent Colleges, a past President of the Wisconsin Association of Independent Colleges and Universities, and past Chair of the Wisconsin Educational Communications Board. She has also served with the Goals for Milwaukee 2000 Task Foree, the United Way of Greater Milwaukee, St. Luke's Hospital, the Voluntary Action Center, and the Mayor's Beautification Committee.

Currently, Sister Joel serves as a board member of the Greater Milwaukee Committee and the Greater Milwaukee Education Trust. She is also on the board of directors of Junior Achievement of Wisconsin and the YMCA of Metropolitan Milwaukee. She was appointed by the Governor to the Wisconsin National and Community Service Board. Sister Joel is a founding member and serves on the Board of Directors for the Wisconsin Women in Higher Education Leadership (WWHEL).

Publications co-authored by Sister Joel include *Alverno's Collegewide Approach to the Development of Valuing* in <u>Rethinking College Responsibilities for Values</u> (Jossey Bass, 1980); *Alverno College: Toward a Community of Learning* in <u>Opportunity in Adversity</u> (Jossey Bass, 1984); and *Identity and Quest: Their Interrelationship at Alverno College* in <u>Current Issues in Catholic Higher Education</u> (Association of Catholic Colleges and Universities, 1985).

6/97

Education on the Edge

Real-Life Lessons vs. the Ivory Tower

WHETHER THEY *prepare their students for careers as academics or for lives as solid citizens, a few colleges have broken away from the pack. Below, two schools that offer students something more than a degree.*

Alverno Teaches Women What They Really Need to Know

By CYNTHIA CROSSEN
Staff Reporter of THE WALL STREET JOURNAL

ALL COLLEGES want their graduates to succeed professionally. But at Alverno College in Milwaukee, that's the least of it. Before Alverno's students graduate, they must also prove they can be ethical, productive and cooperative citizens of modern America.

To teach its students how to be, not just do, Alverno revolutionized its curriculum in the 1970s. But even before then, it wasn't a typical liberal-arts college: It's a Catholic women's school with 90% of its students living off campus. It has a long and successful history of training women for the practical careers of nursing and teaching. Perhaps because it never saw itself as a refuge for the wealthy effete, Alverno has felt free to tinker with the process of educating. And tinker is putting it mildly.

Today Alverno sees its mission as training students for life—a kind of postfeminist finishing school. No Greek or advanced microbiology is offered here; instead, students get a general grasp of literature, mathematics, science, philosophy, language and economics. More important, however, they learn the increasingly complicated skills needed to navigate in this technological, competitive and global society. In their four years, they are taught the ability to speak well, listen, debate, reason, appreciate art, care about the world and remain open-minded yet principled.

"For hundreds of years, we thought we had a shortage of information," says Alverno's brisk and blunt president, Joel Read, a member of the School Sisters of St. Francis. "Now we have a glut. More than facts, students need a framework through which they can understand and judge information," she adds.

Alverno's philosophy has been so painstakingly crafted that it has spawned a language verging on self-parody—tenure here is called "continuous appointment," and internships are called "off-campus experiential learning." But the thinking is razor-sharp. "We felt education had become disconnected from real life," says Sister Joel. "Back in the '60s, a lot of people were raising questions about education. And the students had a legitimate claim. Where were their teachers? They were off doing research." It was in the '60s, too, that Alverno realized many women were developing aspirations besides nursing and teaching.

Alverno Facts

- Location: **Milwaukee**
- Students: **1,289**
- Receiving Financial Aid: **85%**
- Tuition: **$9,288**
- Room & Board: **$3,935**
- Alverno's Edge: **Tries to prepare students not just for careers but for life**

Alverno's faculty, some nuns, most not, does the hard labor of teaching what some of its 1,289 weekday students describe as a "nowhere-to-run, nowhere-to-hide" curriculum. If a student is absent from class three times, she's dropped. Once she's in class, the teacher is in her face, asking questions, demanding evidence, challenging what she says. Teaching an advanced literature course, Professor Judith Stanley stalks around the classroom, peremptorily calling out a student's name and then perching expectantly on a nearby desk until the student responds. "That's interesting, what else?" she presses.

Students are constantly broken into teams, and then reassembled to report to the whole class. A missing student means that much more work for everyone else on the team, and an unprepared one bogs down the discussion on which they will all be assessed. In a recent professional communications class, teams of first-year students were planning how to act out nonverbal signals to the rest of the class. The first team up was ill at ease; it isn't considered funny or cool to perform poorly. After four years of almost daily performances, their self-consciousness will disappear.

Complicating the teaching, Alverno students are more diverse than their counterparts on many campuses. About 70% are first-generation college students. Twenty-eight percent are nonwhite. Some students come right from high school, such as Rachel McGraw, a 19-year-old graduate of an alternative high

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Teaching Women Life Lessons

Continued From Page B1

school in St. Paul, Minn. Some are women like Jeanette Hughes, 37 years old, the single mother of four young children who wants to be a schoolteacher. More than 85% of Alverno students receive some financial assistance in paying the $9,288 tuition. "We're not skimming the cream off the top," says Sister Joel. "We take students from the vast middle."

Indeed, Alverno's teachers say that while their students tend to be highly motivated, they have very compelling distractions. "Most students are working or parents or both," says David Dathe, assistant professor of physical sciences. "Their lives are more complicated. They have more things to attend to."

Nevertheless, the faculty seems to find teaching at Alverno to be, if not prestigious, constantly challenging. Each teacher holds a place in two departments—one in his or her field of study and the other in eight "ability departments," which include communication, problem-solving, aesthetic appreciation and social interaction. Unlike at many colleges, where departments tend to be entrepreneurial and ferociously territorial, Alverno teachers are constantly rubbing shoulders with scholars from other disciplines.

"My field is teaching philosophy, as opposed to philosophy itself," says Tim Riordan, a philosophy professor. "It's more important for me to be expert at teaching than knowing the discipline. And it's more important for students to know how to think than to know a particular thinker."

Teachers visit one another's classes and review colleagues' teaching methods. They say their class notes never get yellow because the curriculum is always changing. "Just because I'm teaching something doesn't mean my students are learning it," says Carole Barrowman, an associate professor of English. But the drawback to all this attention to teaching is that the teachers almost inevitably fall behind in their specialties — especially in science, where knowledge advances so rapidly. "It's harder for me to keep current in my discipline," says Mr. Dathe. "I'm not attending as many conferences."

Another big change from most colleges is that professors get no Brownie points for publishing. "I always say we publish our students," says Mary Diez, chairwoman of the department of education. "They represent our best work."

Alverno students also get no grades. "We don't have Ds to whip the student with," says Jane Halonen, a psychology professor. Instead, the women get what's called performance-based assessment, in the form of elaborate critiques and suggestions for improvement on oral or written presentations. "You haven't sat and taken a multiple-choice test," says Barbara Saffran, an Alverno graduate who is now vice president of a drug wholesaler called F. Dohmen Co. "You've had to demonstrate over and over again what you know. You can't help but understand it."

In addition, students are required to assess their own performance regularly, revealing rather than covering up their weaknesses. Along with an assignment for their first paper for a professional communications class, students got a form that asked, "What areas do you think need strengthening? How might you improve them?" Continual scrutiny of themselves becomes second nature, says Phyllis May, who works at Bank One Wisconsin Trust Co. while attending Alverno's weekend college. Many of her co-workers were stymied when they had to assess their own work for performance reviews, she says. "I had mine done in about 10 minutes. Self-assessment is part of my entire life."

Students say that more than anything, their Alverno educations have given them confidence in their ability to speak up, to contribute, to disagree persuasively but courteously. "I didn't have much confidence in either my writing or speaking before I came to Alverno," says Ms. May. "Now I could speak before 1,000 people."

Such skills would be useful to men, too, but that doesn't seem to be in the cards. Many students cherish the single-sex classes, where, they say, women are more likely to speak up when they aren't competing with men. But Ms. McGraw has doubts. "The world isn't sex-exclusive," she says. "It contributes to the 'feel good' atmosphere — you know, we're all nice, and we all get along. That's just one side of the picture."

Because Alverno is not well known among college presidents, deans and admissions directors, and because its students come with only average test scores and high-school rankings, it will never place high in the U.S. News & World Report college ratings. But numbers never capture real daring or imagination. On that scale, Alverno would be off the charts.

Something to See

Alverno College President Sister Joel Read was included in "Citizen MKE," portraits of 90 Milwaukeeans by Doug Edmonds. The photographs were on exhibit through September 1 at the Michael H. Lord Gallery.

Rotary International honors Sister Joel Read

Sister Joel Read, SSSF, received the first Rotary International Jean Harris Award. The new award is named for Jean Thomson Harris, wife of Rotary International founder, Paul Harris. It was created in March 1997 to recognize the outstanding contributions by individual non-Rotarian women to the development of women in their communities.

The Rotary Foundation of Rotary International also named Read a Paul Harris Fellow. The awards were presented to Read by the Thiensville-Mequon Rotary Club.

Read was presented the Jean Harris Award for her leadership in the development and implementation of Alverno's ability-based curriculum.

Read is widely acknowledged for her leadership in the field of education and has served on the boards of educational associations across the country. She recently was appointed to the board of a newly formed organization, Wisconsin Women in Higher Education Leadership.

Read also has been recognized for her efforts on behalf of American women. Read was named a Presidential appointee to the United States Commission for the Celebration of International Women's Year, chaired the Commission on the Status of Education of Women for the American Association of Colleges, and is a member and past president of the National Forum for Women.

Locally, Read is a founder of the Milwaukee Achiever Program, which provides literacy services to adults. She is a member of the boards of the Greater Milwaukee Committee, the Greater Milwaukee Education Trust, Junior Achievement and the YMCA of Metropolitan Milwaukee.

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ALVERNO IN THE NEWS

EDUCATION AND HEALTH

Progressive Alverno College puts student skills first

By Mary Beth Marklein
USA TODAY

MILWAUKEE — A small Catholic women's college in a working-class Midwestern city may not bring to mind images of 1960s-style campus revolt. But 29 years ago, while college administrators nationwide faced student sit-ins and protests, the School Sisters of St. Francis who ran Alverno College were quietly staging a revolution in academics.

Theirs, too, was against the establishment. Disturbed by what they saw as a failure of the nation's elite colleges and universities to educate students, the sisters made a clean break from the traditions of higher education. They gutted their curriculum, eliminated final exams and grades and all but banned traditional lectures. In their place, they rearranged classrooms so students could work with and learn from one another, and they put in place a program that emphasized skills over subject matter, performance over information.

A radical departure at the time, the overhaul was mostly ignored in higher education circles. It was easy to dismiss Alverno as just "a bunch of nuns," says Sister Joel Read, a 1948 Alverno alumna and its president since 1968. Alverno remains outside the mainstream today, but its philosophy of education has been recognized in recent years as a pioneer in reform, winning grants from the Pew Charitable Trust, MacArthur Foundation and W.K. Kellogg Foundation, among others.

The heart of Alverno's curriculum is its eight abilities, which focus on such practical skills as communicating effectively, thinking critically and practicing effective citizenship. Course titles have a familiar ring — "Microeconomics," say, or "The Novels of Hermann Hesse" — but the goal is to use course content to help students develop the various abilities and apply them outside the classroom. A reading of *Hamlet*, for instance, might pave the way for a lesson in the analysis (one of the abilities) of a play rather than a lecture on Shakespeare's tragedies. An examination of a spreadsheet in a business class might note the logic and clarity of its design (which addresses the ability called aesthetic response).

Alverno's shift "is a profound one," Read says, because it requires faculty to *educate*. "Education by definition means 'to lead out of,'" she says, adding that most professors simply require students to remember what they're told.

Alverno also de-emphasizes research — a departure from most schools, where faculty are rewarded for scholarship. Most professors "know a subject but do not know how to break that subject open," Read says. At Alverno, professors are challenged to do just that.

"We spend a lot of time thinking about how to present subject matter — what is it I really want students to be able to do at the end of this course?" says William McEachern, associate professor of business and management.

And rather than using easy-to-make and easier-to-grade essay or multiple choice tests, Alverno measures progress through assessments, where students demonstrate their mastery of abilities and get feedback, written and oral, from assessors, be they their professor, peers, a professional or even themselves. Assessments provide an opportunity for students to think on their feet, explore their strengths and weaknesses, practice what they've learned, and even transcend it, Read says.

"That's the power of education — when you know that you know, not when you get a grade," she says.

Though unique, Alverno's approach is "quite in line with the whole history of progressive education, which sees performance as the proof of the educational pudding," says Adam Scrupski, associate professor at Rutgers Graduate School of Education.

And in recent years, as colleges feel pressure from parents, state legislators and accrediting organizations to prove their value in the face of rising tuition, such assessments have attracted more interest as educators debate the merits of focusing on outcomes, as Alverno does.

Critics worry that such an approach, poorly implemented, could stifle creativity by forcing teachers to stay focused on the rigid requirements of a standardized test. But even some skeptics acknowledge that Alverno sidesteps that issue.

"In most cases, assessment turns out to be just another layer of testing," says Ernst Benjamin of the American Association of University Professors in Washington. But Alverno faculty "build their whole course around those outcome activities. They have really integrated assessment in their curriculum."

"They've become a kind of minor industry," says assessment advocate Peter Ewell of the National Center for Higher Education Management Systems in Boulder, Colo. Faculty have traveled the globe to explain the school's methods, and more than 3,000 educators have attended its training institutes. The University of Wisconsin-Madison School of Medicine has patterned its program after Alverno, and others, including Winston-Salem (N.C.) State University and Edmonds (Wash.) Community College, have adapted it.

Sister Joel Read: Alverno's longtime president is an alumna.

Despite the virtues of Alverno's approach, Scrupski and others say it would be impractical for some schools to abandon the traditional academic system altogether.

"In terms of educating a large group of people, (and) given the resources applied to education today, it seems to me a rather expensive way to assess a person's performance," Scrupski says.

For its part, Read says, Alverno is not out to convert anybody. But she says colleges that don't rethink their approach to education aren't doing their job. The technological revolution has heightened the need to prepare students for lifelong learning, which Alverno's abilities aim to do.

"Your life is being shaped by the rapidity, the 24-hour market," she says. "So we have to educate to be able to (react) more quickly. You can't do this sitting listening to someone."

USA TODAY

USA TODAY · WEDNESDAY, JULY 9, 1997

Assessments serve as exercises in real life

MILWAUKEE — Mary Antisdel still remembers her introduction to "IN125."

Sort of a boot camp for freshmen in Alverno College's weekend program, it culminates in the students' first "external assessment," a rigorous 5½-hour simulation where they work alone and in groups to create a slide presentation for college students from Russia. They're observed by volunteers they've never met before, who assess their facility with Alverno's eight abilities.

"Upperclasswomen told me that if I could make it through that, I could do anything," recalls Antisdel, a May graduate with a business and management degree.

Alverno's 87% retention rate suggests that most students do make it. But the transition can be jarring. Hayshia Serrano took noncredit courses at first to get a handle on how assessments work. She got a 3.6 grade point average in high school but credits it to her skill in memorizing and taking educated guesses. At Alverno, "There's no way you can do an assessment by guessing," she says. "We have to learn."

And keep learning. "You can't slough off," Kay Oldenburg says. "They constantly put you in stretch situations."

Serrano, Oldenburg and Lorrie Birnschein, all business and management majors, have just completed part of their "fifth external," a half-hour exercise in which they took on roles as Milwaukee businesswomen hoping to establish a professional relationship with a group of Germans played by the volunteer assessors. They're being assessed in three abilities: social interaction, analysis and problem solving.

The exercise "wasn't as bad as I thought it would be," Serrano says, but it hit some bumps. The Germans were cordial but vague (by design, the students later learn). Had the students probed any deeper, though, it could have backfired, they decide. "I didn't want to come across as an arrogant American," Birnschein says.

Now, the women each have half an hour to write a memo to their boss (in the exercise) about the meeting. Then they'll watch a videotape — an omnipresent assessment tool at Alverno — of the exercise and evaluate their performances in writing. Finally, assessors and students will discuss what worked and what didn't.

By Todd Poram, AP, for USA TODAY

Caught on camera: From left, Bob Birney, left, Hayshia Serrano, Edward Tokas, Kay Oldenburg, Lorrie Birnschein and Brenda Bohmann in an Alverno College assessment mock business meeting

8 abilities

Alverno College has eight abilities it wants all students to learn:

- ▶ Communication.
- ▶ Analysis.
- ▶ Problem solving.
- ▶ Considering values in decision-making.
- ▶ Social interaction.
- ▶ Global perspectives.
- ▶ Effective citizenship.
- ▶ Aesthetic responsiveness.

Assessments are big productions. There are volunteers to train, rooms to schedule, video cameras to set up, background materials to create, folders to stuff, even pastries and coffee to order.

But most agree it's worth the effort.

"We're showing a situation that I'm not sure any test could expose them to," says 1992 alumna Brenda Bohnann, a company vice president who helped assess this year's fifth external.

"What we're bringing really is that connection to the real world," adds Larry Korta, a professor at the Milwaukee School of Engineering who assessed IN125 students. "I'm constantly amazed that they don't crumble and lie in a corner and cry," he says.

By Mary Beth Marklein

Our intent is to interrogate the collage of contradictory images, cliches, and stereotypes of teaching in order to probe the ways in which they infiltrate curriculum and the professional identity of teachers. How might we look at texts within this collage as episodes within a larger text? In what ways do such texts work intertextually and intergenerationally? How do the texts of teaching in the play and popular culture of childhood contribute to a cumulative cultural text of teaching? In examining the texts and counter-texts of schooling and popular culture, we will frame unexpected dialogues between the 'inside' and 'outside' of classroom culture, between 'illicit' and 'prescribed' culture, and between teachers as former consumers of teacher images and students as present consumers of teacher images.

Collective Biography

As Britzman (1986) notes, teachers bring to teaching not only their personal biographies, but also:

> their implicit institutional biographies — the cumulative experience of school lives — which, in turn, inform their knowledge of the student's world, of school structure, and of curriculum. All this contributes to well-worn and commonsensical images of the teacher's work and serves as the frame of reference for prospective teachers' self-images. But the dominant model of teacher education as vocational training does not address the hidden significance of biography in the making of a teacher, particularly as it is lived during student teaching . . . I argue that the underlying values which coalesce in one's institutional biography, if unexamined, propel the cultural reproduction of authoritarian teaching practices and naturalize the contexts which generate such a cycle. (p. 443)

Writing in different veins about the culture of teaching, several authors (e.g. Cole and Knowles, 1994; Goodson and Walker, 1991; Hargreaves and Fullan, 1992; Weber, 1993) remind us that our stories are not only our own personal accounts; we live embedded in biographies that are simultaneously personal, cultural, institutional, and historical. Our identities as teachers stem from both individual and collective life history.

In an unorthodox fashion, this book could be labelled biographical. It is based on a cultural studies reading of the textual representations or images that form a collective biography of teachers, revealing the contributions of social, fictional, fantasy, and private worlds to the construction of the cumulative cultural text called teacher. The text of this book includes images of teachers in movies, books, toys, television, children's play, and in people's memories, writing, and drawings. By interrogating and juxtaposing images from popular culture with the words and life experience of both children and

8 Through the Teacher's Gaze

> We need to widen our understanding of how we are taught, and how we learn, and how we know, and this involves analyzing the pedagogy of popular culture. (Scholle, 1991, p. 3)

The landscape of schooling and the work of teachers have been and continue to be important sites in the cultural production of the texts of childhood. In a very real sense television and other forms of popular culture serve as the first school for young children and as the first Faculty of Education for adults who wish to become teachers. In the countless classrooms of fiction and film in which we are all immersed, we are exposed to both right and left wing images of teaching, image-texts that can be agents of change and subversion, as well as invisible but powerful agents of reproduction and conservatism. These teacher images vie for children's attention as they grow up, some of them to become teachers.

The previous chapters have looked at the multiplicity of these teacher images from primary, secondary, and tertiary texts and traced some of the centripetal forces that hold them in proximity so that, collectively and dialectically, they constitute an unnoticed cumulative cultural text called teacher. How to read this text? How does one best proceed? The line-up of teacher images that parade up and down the pages of this book is not a straight one. Moreover, the images weave in and out of focus as a new context or intertext alters the background or obscures the foreground. Certain images abruptly crack, as a jarring element fragments their unity. The implausibility of some images and the juxtaposition of contradictory messages within the same image problematize our everyday conceptions of teacher. We end up, not with a sharp composite image of teacher, but with a kaleidoscopic collage of fuchsia shirts, hairnets and buns, bulging biceps, long shapeless dresses, scowling faces, sparkling eyes, magic wands, tender smiles. And always, the eternal chalkdust, pointers, apples, and numbers.

It is not teachers who produce films like *Kindergarten Cop* or *Stand and Deliver* or *The Prime of Miss Jean Brodie* — nor should it necessarily be. There is no obvious way to erase images which already exist (McRobbie, 1992); Miss Brodie, Miss Brooks, Miss Dove, Mr. Chips, Mr. Dadier, Mr. Kimble, Mr. Peepers, Miss Stacy and Mr. Thackeray have become some of society's cliches for teacher whether teachers like it or not. In one direction, we see anti-heros:

unattractive and asexual, narrow of vision, even malevolent, most of tl
female. In another direction (or so it seems), we see the heros, the savic
handsome of figure and face, decisive and bold, but kind, enlightened, li
ating, and often male. But what appear to be opposites often merge under
scrutiny of their intertextuality. The hero may be authoritarian (Kinderga
Cop), even fascist (Jean Brodie), an anti-hero cross-dressing as an angel.
what of the vast in-between that links opposing stereotypes? Is that where
construct our professional identities, in the intertexts?

Most of the images of teacher in popular culture are metaphoric. As
scribed in chapter 2, metaphors are two-sided, forcing us to view things
ferently by linking two images, replacing or 'naming' one with the other
'read' metaphors truly, Taylor (1984) implies that it is important to respect
duality, to simultaneously keep both images in mind. This is not always
happens, however, especially as images take on a life of their own, mo
away from their historical origins and contexts. As Bowers (1980) warns,
duality often fades, and we focus only on one image, forgetting it repres
another. Thus, for example, in *Kindergarten Cop*, we are asked to link
replace the stereotype of kindergarten teacher-as-child-centred-female p
gogue with an image of kindergarten teacher-as-male-action-hero in cha
But is this metaphor credible enough for this linking to occur? After the i
challenge or rupturing, do viewers really leave the theatre with a new pers
tive, a powerful new image of what kindergarten teachers can be? Or, inst
does the teacher-half of the metaphor fade into the background unatten
ceding its place to the more dominant image of Terminator Schwarzeneg
In viewing the film, are boys and men inclined to identify with 'Kinderga
or 'Cop'? In chapter 3, we quoted elementary school children who told us
women are particularly suited to teaching because they are nice and not
tough like some men who are perceived as being better suited to high sc
teaching. Schwarzenegger's role is an attempt to rupture this image, but
anyone notice? And if they do notice, what do they notice? That men-in-ch
can do a better job of 'women's work', that police marching drills make
good kindergarten pedagogy? A single convincing reading is problemati

Similarly, in the comic book episode that features Barbie as a stu
teacher, it is possible that Barbie-the-fashion-goddess overshadows Ba
the-teacher. Even if teacher remains in focus, the rupturing that occurs is
necessarily emancipatory. Barbie the teacher is much like many everyday im
of good, traditional teachers; she stands in front of the classroom and expl
using audio-visual aids. She is warm compassionate and self-sacrificing, l
for and through her students (teaching is not a sideline for her as it i
Kindergarten Cop). Projecting themselves in their Barbie doll play, do yo
girls focus on the fashion and beauty images, preparing themselves for
rexia and plastic surgery as their growing bodies inevitably betray the inde
idealized image they incorporate into their own self-images as women?
haps, instead, or also, they identify with the Barbie teacher image, thus be
ing socialized into the traditional image of teacher as selfless paragon of ser

A DEVELOPMENTAL MODEL OF TEACHER COMPETENCE

In 1979, the Education Department, in collaboration with the Office of Research and Evaluation and selected faculty across the discipline, began to work toward the development of a model of the generic abilities of the educator. A review of the literature in education competence was completed in the fall of 1979.

The Education Reconceptualization Group's aim was to identify the broad competences of the educator—across grade levels and content areas and including educating in informal settings (e.g. as practiced by a nurse or manager, as well as by a classroom teacher). Because the Alverno notions of *competences as developable abilities of the person* contrasts with notions in much of the research of *competences as discrete behaviors*, the Group began with wide-ranging discussion probing their experiences *as* educators and *with* other educators.

After four years of discussion and refining work, a developmental model of teacher competence was captured in five "maps" showing the aspects of each ability as it typically develops from beginning to developing to advanced performance. The five abilities are identified as generic skills needed in teaching:

Conceptualization
Integrating disciplinary knowledge with educational frameworks and a broad understanding of human development in order to plan and implement learning processes.

Diagnosis
Relating observations of behavior and situations using frameworks in order to foster learning.

Coordination
Managing resources effectively to support learning goals.

Communication
Using oral, written and media modes of communication to structure and reinforce learning processes.

Integrative Interaction
Demonstrating professional responsibility in the learning environment.

The "maps" for each ability follow. The expectations of the ***Beginning Teacher*** characterize the expected performance of a teacher entering the field. Because the dynamic competences are further refined through experience and reflection on that experience, the expectations of the ***Developing Teacher*** characterize a stage of professional development usually demonstrated by teachers with several years of teaching experience. The expectations of the ***Experienced Professional Teacher*** are the mark of a master, demonstrating professional depth and development.

CONCEPTUALIZATION

Integrating disciplinary knowledge with educational frameworks and a broad understanding of human development in order to plan and implement learning processes.

Expectations for the Beginning Teacher

Applying analytical skill to the integration of knowledge base and psychological/social/philosophical foundations of education
- Showing command of disciplines
- Presenting disciplinary knowledge in conceptual context

Linking frameworks
- Disciplinary knowledge bases, *e.g.*, math, language arts, and pedagogical content knowledge
- Frameworks related to learners and learning, *e.g.*, developmental psychology, learning theory, motivation theory, motivation theory, etc. and school/relationships
- Liberal arts skills *e.g.*, reflection, self assessment, epistemology, inquiry approaches etc.

Developing sensitivity to learners as individuals within the group as a whole
- Making links between learning and developmental theory and concrete individuals in order to use appropriate depth of information
- Recognizing the impact of differences (in culture, gender, learning preferences, etc.) in order to plan learning experiences that meets the needs of individuals and the group
- Planning material both to meet learners' current needs and to lead to the next level of development, *e.g.*,
  - preparing appropriate activities
  - relating learning experiences to previous work

Expectations for the Developing Teacher

Building increased ability to use disciplinary knowledge as a resource in facilitating learning

Continuing to expand and develop own knowledge bases in all these areas
- Trying out ways to link disciplinary knowledge to learner experience
- Seeking to learn more about learners and the communities from which they come
- Using varied sources of professional input

Increasing sensitivity to learners in a group and as individuals
- Trying to meet learners' perceived needs
- Recognizing and adapting to factors that impact on the individual learner's relationship to the environment, the subject matter, or other learners (*e.g.*, culture, gender, learning difference, etc.)
- Using awareness of varied perspectives and sources of difference to create activities to meet diverse learner needs
- Trying to stretch learners to the next steps in their development
- Sensing multiple possibilities, *i.e.*, the array of things that might happen, that one might do
- Predicting the impacts of various strategies
- Evaluating plans in relationship to outcomes in a systematic and ongoing way
- Constantly relating information to frameworks in order to increase understanding

Refining understanding of the system
- Knowing what others have done/are doing (*e.g.* in previous learning experiences)
- Knowing the whole educational sequence and learners in relationship to it
- Knowing available technology resources (*e.g.*, tele-communications, multimedia, etc.)

Expectations for the Experienced Professional Teacher

Showing commitment to a style of thinking within one's discipline
- Making explicit the impact of one's discipline knowledge on the design of instruction
- Taking responsibility for clear presentations providing for common experiences
- Finding ways to make links with learners' ongoing experiences, especially those that are different from one's own (*e.g.*, cultural and social experiences)

Showing high ability to pick the right strategy for the right situation
- Calling forth higher-level learning
- Facilitating high-level discussion that engages learners in constructing their knowledge and critiquing it
- Figuring out the patterns in interaction to help the learner bring analytic thinking to a new level
- Helping all learners to develop a high level of media and computer literacy

Modeling an adult learning process
- Showing growth and reflecting on own growth
- Shaping the relationships between the concrete skill processes being focused on and learners' own lives to show the environment as transforming
- Acting with creative awareness of how to use the system to support and promote learner success
- Operating with autonomy, able to single-handedly manage multiple schemes, individuals, and interactions
- Engaging in research related to teaching, learning, and assessment practices

CONCEPTUALIZATION
(Continued)

_ helping learners to relate disciplinary knowledge to "real life" experiences
_ using structures to support learner organization of information
_ using media and technology to meet learning needs
- Analyzing the effect of activities on both individuals and the group as a whole

Developing an understanding of the system within which one works
- Recognizing communication networks in the organization
- Learning the history and philosophy of the organization
- Becoming aware of developmental sequences in the system
- Developing awareness of varied perspectives and sources of differences
- Becoming aware of problematic issues inherent in the system

Developing an awareness of oneself as a part of the transformational process
- Recognizing one's own biases
- Recognizing area of needed growth and development (*e.g.*, regarding technology)
- Taking responsibility for one's professional role
- Reviewing professional standards

Refining sense of self within the system
- Developing leadership roles
- Developing intellectual linkages
- Involving self in networks and collaborative endeavors
- Developing tolerance for ambiguity by making links between the ideal and the real
- Monitoring professional standards

Acting as a professional
- Using leadership roles to impact positive
- Working effectively with others to support professional growth
- Contributing to the development of professional standards
- Articulating the impact of multiple factors in the learning process, *e.g.*,
  _ how issues of diversity and justice affect the learning environment
  _ how media and technology have an impact on school and society, and particularly on school reform

DIAGNOSIS

Interpreting observations of behavior and situations using frameworks in order to foster learning

Expectations for the Beginning Teacher

Observing
- Person(s)
- Environment
- Process

Questioning
- To get information
- To help learners to question

Working inductively and experientially, with flexibility and open-mindedness

Practicing two-fold skills of observing and questioning:

- Collecting information through observation of interaction and through questioning
- Developing frameworks to understand the information coming in
  - Understanding and drawing upon already existing frameworks related to learners and to the learning process
  - Not distorting concrete experiences to fit frameworks
  - Not distorting frameworks to fit experiences
  - Rethinking information and creating new theories
  - Designing and selecting assessment instruments appropriate to the learning outcomes
  - Determining appropriate learning prescriptions

- Generally making this an ongoing process
  - Gathering information/developing frameworks in an ongoing cycle
  - Continuing to monitor aspects while prescription is in place
  - Evaluating learner performance using appropriate criteria and providing focused feedback
  - Integrating awareness of learner needs into planning
  - Identifying needs for own ongoing professional development

Expectations for the Developing Teacher

Using memory effectively

- Using accrued experience to see both
  - Group Patterns of Behavior
  - Individuals Patterns of Behavior (especially as they deviate from group patterns)

- Using prior concrete experience to lead to or trigger further questions and explorations
- Practicing a developing ability to call upon memory "right then and there," building ability through experience, reading, study

Sharpening two-fold skills

- Observation
  - Experiencing specific individuals concretely
  - Relating to framework, combinations of frameworks

- Frameworks
  - Developing range in dealing with data and frameworks
  - Beginning to recognize relativity of frameworks and variety of data
  - Learning to resort data until a solution emerges that betters fits the actual experience

Recognizing multiplicity and working toward tolerance for ambiguity

- Beginning to sense self as a continually developing professional
- Accepting awareness that there is never a "perfect fit" between theory and concrete examples

Expectations for the Experienced Professional Teacher

Demonstrating flexibility in actively seeking information or frameworks with which to probe information

- Can give up one thing to try for something else

Showing commitment to diagnosis as an ongoing process

- Continuing to go back over the same ground, experimenting, trying different angles, creatively and eclectically hypothesizing
- Making decisions "for the time being"
  - _ Knowing that diagnosing continues even in implementation
- Using developing skill
  - _ knowing when to let go of data and go to a framework
  - _ Knowing when to let go of framework(s) and go back to data
- Recognizing multiplicity
  - _ Linking relationships across all components even as components increase
  - _ Making observations that are
    - polymodal
    - instantaneous
    - integrated

Using effective interpersonal skills that have been honed to gather information

- Withholding judgment and decision until having sufficient evidence
- Sensitive to what is developing at the moment
- Teaching to/through what is developing at the moment

DIAGNOSIS
(Continued)

Developing awareness of ways to diagnose learner needs based on information from varied perspectives

- Understanding the role of the environment and teacher expectations in learning
- Seeking input from the local community on issues of importance in the social context to guide teaching choices and to prepare for meeting diverse learner needs
- Analyzing learning needs and prescribing strategies to enhance learning
- Developing a range of assessment strategies to support learning, *e.g.*, simulations, performances, writing experiences, etc.

- Avoiding dangers:
  - Making the concrete so powerful that one fails to see how the framework fits
  - Being so ready with the framework that one fails to probe the actual experience
- Promoting learners' development of self assessment

Diagnosing learner needs based on knowledge and understanding of their varied perspectives

- Incorporating aspects of issues of social concern into learning exploration
- Integrating a variety of media and technology lessons to provide for a wide range of experiences
- Promoting critical media literacy skills for all learners

COORDINATION

Managing resources effectively to support learning goals

Expectations for the Beginning Teacher

Developing the use of resources toward learning goals

- Helping learners to make sense out of resources for learning

Identifying Allocating Organizing Managing	varied resources, including time, space, activities, concepts, frameworks, media and technology, and community resources

Structuring the learning environment

- Creating a climate of acceptance and willingness to learn
- Shaping the environment to provide for data gathering, reflection, practice, etc.
- Integrating uses of technology into daily learning
- Creating variety in learning activities
- Dealing with both individuals and groups

Collaborating with learners and others for the sake of the learners

- Making links with the learners' other environments
- Drawing upon professional colleagues
  - Coordinating the effect all members of the system have in all the learning taking place
  - Trying out new ideas with the goal of reaching all learners
  - Sharing plans, problems, ideas
  - Infusing diversity throughout the learning experiences

Monitoring the processes of learning

- Linking practice with data base
- Linking frameworks in an ongoing way to allow ongoing evaluation, adjustment, and adaptation in practice
- Maintaining effective records of learning, including portfolios that include examples of performance
- Using appropriate technology
- Teaching in a manner that supports assessment as learning

Establishing an initial confidence in self as teacher

- Developing skills of self-assessment
- Effectively drawing upon resources
- Flexibly dealing with change
- Taking initiative

Expectations for the Developing Teacher

Integrating the use of resources in focused learning experiences

- Focusing strategies to effect movement to learning goal
- Stimulating skill building in learners
- Initiating student involvement in managing resources
- Implementing media and technology resources
- Integrating multimedia and technology throughout learning experiences

Building skills in collaborating

- Developing relationships to enhance the levels/ fronts of student learning
- Seeing the learner as self-teacher
- Seeing that all the "worlds" that learners bring with them into their relationship with you are other arenas in which learning is going on
- Establishing consistent interaction lines with other teachers
  - _ Actively seeking and giving feedback and sharing experiences and ideas with colleagues in same system and across systems
  - _ Using media to support cooperative learning

Developing skills in monitoring student growth

- Moving back and forth easily from action to reflection to action

Acting with increased confidence in self as a tool of learning

- Practicing self assessment
- Seeing self as informed with knowledge
- Seeing self as interacting with much experience
- Seeing self as comfortable and flexible in action

Expectations for the Experienced Professional Teacher

Practicing as teacher within institutional framework

- Structuring environments to make effective use of institution as resource
- Assisting learners to identify resources
- Managing and integrating varied resources toward learning goals
- Collaborating across the institution and with wider society in systematic networks
- Monitoring impacts of large and small aspects of learning environments
- Collaborating with those inside and outside the school to implement technology

Demonstrating highly-skilled adaptation to changing situations

- Responding to needs quickly
- Handling multiple levels of interaction and understanding

Merging elements of autonomy and collaboration in working in an effective, productive style

Actively continuing one's own ongoing, experiential learning

Acting with developed professional values

- Practicing self-assessment in all aspects of the teacher role
  - Articulating a philosophy of teaching, learning, and assessment
- Committed to processes that lead to goals and seeing self as part of the process that leads to goals
- Making choices out of professional values
- Co-creating with others to make the whole institution a learning environment

COMMUNICATION

Using oral, written, and media modes of communication to structure and reinforce learning processes

Expectations for the Beginning Teacher

Using voice and manner to create a sense of presence and involvement
- Beginning to use communication to establish the learning environment (through effective use of eye contact, voice variation, body language, movement, room arrangement, etc.)
- Recognizing the need to adapt communication for diverse groups
- Demonstrating skills in self-presentation in professional contexts

Using legible media purposefully and skillfully as a support to presentations
- Selecting/producing media to support learning goals
- Using media and technology resources to facilitate learning

Showing internalization of content
- Making goals of learning activities clear
- Creating presentations marked by ...
  - clarity of concepts
  - accuracy of information
  - _ alternative explanations
  - _ adaptation to audience
  - _ effective integration of media and technology

Demonstrating professional quality in own writing and speaking
- Communicating clearly and appropriately in multiple settings
- Using appropriate language and format in written communication

Expectations for the Developing Teacher

Effectively creating a sense of presence and involvement
- Adapting in response to awareness of diverse learner needs
- Demonstrating growth in presentation skills

Refining use of media out of a growing awareness of how learners process information
- Modeling effective teaching with technology
- Choosing, creating, using media and technology to support learning
- Integrating media and technology to convey information and to enhance presentations
- Providing numerous opportunities for learner interaction with media and technology

Increasing means of linking content and teaching strategies
- Developing a greater range of adaptation to audience needs
- Designing short explanations for concepts or procedures from many different perspectives

Refining ability to communicate effectively across a range of professional situations
- Developing adaptive skill in tailoring communication to new needs
- Rethinking routine communications and continually recasting them out of ongoing experience

Expectations for the Experienced Professional teacher

Structuring the physical/interpersonal environment as a means of communicating content
- Through sensitivity and personal presence, communicating that as a learner, one can also teach others
- Adapting the environment to support teaching/and learning for a diverse range of learners
- Reinforcing and motivating learners through effective communication

Demonstrating versatility in the creative preparation and use of varied media
- Planning for the stimulation of many learning styles and modes, (*e.g.* visual, aural, kinesthetic)
- Creating presentations that have multiple levels in order to meet many learners and to move each to a new place
- Integrating the use of technology in preparing and presenting learning experiences
- Implementing learning experiences which reflect an awareness of media literacy
- Practicing growth in presentation skills

Demonstrating understanding of content area/ discipline in both theoretical and experiential ways
- Adapting presentations that can reach out to the experience of the learners
- Translating information and experiences into multiple modes

Modeling effective communication
- Showing understanding of complex, multi-faceted situations
- Communicating knowledgeably about the use of technology in education
- Communicating explicitly own philosophy of education
- Adapting effectively as contexts change
- Searching out professional literature to support own development as professional and to integrate in presentations related to profession

INTEGRATIVE INTERACTION

Demonstrating professional responsibility in diverse learning environments

Expectations for the Beginning Teacher

Believing as a director of learning in the developing knowledge, understanding and abilities of learners

Perceiving and responding to basic elements of the complex of variables present in interaction, *e.g.*, roles, developmental levels, situation, relational definitions, emotions, content, environment, etc.

- Welcoming and celebrating diversity
- Listening/connecting/providing different perspectives in response to learner activity
- Giving satisfactory answers to learner's questions/comments
- Stimulating learners to question and respond
- Guiding interlearner discussion
- Modeling learning by making explicit what one is doing
- Encouraging individual participation while effectively directing group activity
- Using feedback to assist learners to become self-starting learners
- Nurturing learner development

Demonstrating awareness of the limitations inherent in the situation, the learners, and self

- Showing respect for varied learner perspectives
- Demonstrating an adequate understanding of individual differences, especially cultural, gender and psychological differences
- Dealing with individuals in a way that recognizes their personal qualities
- Making connections between/among different cultural groups
- Designing learning to best relate to the characteristics of the group and individuals within it
- Reflecting an awareness of the effect of media on learning

Taking responsibility
- for diagnosis and assessment (and sharing both with learner)
- for intervention by designing effective strategies for growth

- Dealing with a range of classroom situations with confidence and calm

Expectations for the Developing Teacher

Believing as a colleague with learners in sharing responsibility for learning

Demonstrating growing awareness of the complex of variables present in interaction

- Recognizing how aspects of interaction affect the teacher and the teacher's strategies
- Adapting possible responses out of increased experience
- Enlarging one's repertoire of interaction skills
- Differentiating responses in interacting one-on-one and with the group

Extending ability to assist learners to become more independent

- Providing structures within which learners can create their own perspectives
- Providing other perspectives for learners to test their knowledge
- Providing a wide range of media and technology options to engage learners with multiple perspectives and global issues

Taking responsibility for increasing professionalism

- Developing identification as a professional
- Acting on professional values
- Relating effectively with peers and superiors
- Relating to systems and institutions
- Seeking opportunities to develop new skills/knowledge

Integrating other skills:

Expectations for the Experienced Professional Teacher

Believing as an advocate of learning in motivating, in relating to the learner, in sharing judgment

Demonstrating sophisticated awareness of the complex of variables present in interaction, their mutual impact, and their ongoing negotiation by the interactants

- Constantly making adjustments in activities, not out of a pre-planned program, but in response to relevance of learners' experience and knowledge and the reality of the broader societal sphere of influence on their lives
- Using nonverbal cues to test out ways in which the responsibility /activity for learning can be shifted to the learner

Assisting learners in the habit of taking multiple perspectives

- Showing commitment to the process of going from experience to conceptualization
- Encouraging learners to seek out and explore multiple perspectives

Taking responsibility for and to the state of education

- Identifying as a professional
- Acting out of an explicit philosophy of education
- Working with local/broader spheres of influence
- Promoting others to become technology supporters
- Advocating for the use of technology in education
- Facilitating curriculum reform through the integration of media and technology

INTEGRATIVE INTERACTION
(Continued)

Integrating other skills:
Diagnosis - Observing, questioning, gathering information, monitoring aspects while in progress
Communication - Using presentation as a stimulus and a focus for interaction
Conceptualization - Developing an understanding of the system, recognizing developmental expectations
Coordination - Collaborating with learners and others

Integrating other skills:
Diagnosis
- Using memory to see patterns in order to trigger further questions and experiences
- Experiencing concrete behavior of individuals

Communication
- Focusing presentations to capitalize on learners' experiences
- Designing presentations to stimulate learners' interaction/questioning in new directions

Conceptualization - Showing multi-faceted awareness of learners refining understanding of the system
Coordination - Collaborating, establishing interaction with other teachers

Integrating other skills:
Diagnosis – Practicing diagnosis as an ongoing process
Communication – Shaping presentations to teach to higher level outcomes

Conceptualization - Overcoming lack of common knowledge through attention to both breadth and depth

Showing refined sensitivity to the learner

Interacting effectively with systems across the entire field of education

Coordination - Acting with developed professional values