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Steering committee. 16 October 1996. Meeting book, October 1996.

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#### COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

# STEERING COMMITTEE, WEDNESDAY OCTOBER 16TH, 1996 [15 E 26TH ST., 9.30 - 3.30]

#### CHAIRMAN'S NOTES

- 9.30 WELCOME ALL. STANLEY HOROWITZ IS JOINING US AS A GUEST AT OUR MEETING. YOU MAY WANT TO SAY SOMETHING ABOUT STANLEY'S BACKGROUND AND HIS PRESENT ROLE AS A MANDEL ADVISOR. DR. JOSH ELKIN WILL ALSO BE WITH US. JOSH IS PRINCIPAL OF THE SOLOMON SCHECHTER SCHOOL IN BOSTON AND IS ALSO A JERUSALEM FELLOW AND A MEMBER OF THE NORTH AMERICAN COMMISSION ON JEWISH EDUCATION. JOSH IS WORKING WITH CIJE AS A CONSULTANT, PARTICULARLY ON THE ISSUE OF EDUCATIONAL LEADERSHIP.
  - GO THROUGH BOOK.
  - THIS IS GOING TO BE A VERY INTENSIVE TWO DAYS FOR OUR STEERING COMMITTEE MEMBERS. TONIGHT WE HAVE OUR BOARD SEMINAR AT THE JEWISH MUSEUM FOR THE FIRST TIME. WE DECIDED THAT THE SPACE THERE WOULD BE MORE CONDUCIVE TO A SEMINAR FRAMEWORK. THE MUSEUM IS ESPECIALLY OPEN FOR US AT 6.30 P.M. AND THERE ARE 2 NEW EXHIBITIONS: "FROM COURT JEWS TO ROTHSCHILDS: 1600-1850 AND THE ILLEGAL CAMERA: PHOTOGRAPHY IN THE NETHERLANDS DURING THE GERMAN OCCUPATION. BOTH HAVE BEEN WELL RECEIVED IN THE GENERAL PRESS AND I URGE YOU TO TAKE ADVANTAGE OF THIS OPPORTUNITY.
  - JUST TO REMIND US ALL THERE IS NO EXECUTIVE COMMITTEE MEETING TOMORROW MORNING, WE RECONVENE FOR THE BOARD MEETING AT UJA FEDERATION WITH COFFEE AT 9.00 AND THE BOARD MEETING AT 9.30 PROMPTLY.

#### 9.40 MASTER SCHEDULE CONTROL (MLM) I on Agenda

THE NEXT MEETING IS THURSDAY DECEMBER 5TH. THIS IS THE EVENING OF THE FIRST CANDLE OF HANUKKAH AND SEVERAL

MEMBERS ASKED TO BE ABLE TO GET HOME EARLIER THAN USUAL. WE HAVE THEREFORE SCHEDULED THE STEERING COMMITTEE TO BEGIN AT 8.30 AND END BY 2.00

[MORT, WE OWE THE GROUP A DATE FOR THE OCTOBER 1997 STEERING COMMITTEE WHICH CONFLICTED WITH A JEWISH HOLIDAY. MAYBE YOU WILL BE READY TO SUGGEST A DATE?]

### 9.45 MINUTES AND ASSIGNMENTS (JOSIE) II and III on Agenda

MORT: YOU WILL NOTICE THAT IN THE MINUTES (ITEM VII) WE UNDERTOOK TO MAIL OUT THE **WORKPLAN** IN TIME FOR THIS MEETING. I WILL EXPLAIN THE PROCESS IN WHICH WE ARE ENGAGED IN ITEM IV OF `THE AGENDA.

ALSO IN ITEM IX OF THE MINUTES, THERE IS AN ITEM CALLED "BOARD REDESIGN". YOU MAY WANT TO ANNOUNCE THAT MORRIS OFFIT HAS AGREED TO JOIN THE STEERING COMMITTEE AND SAY SOMETHING ABOUT HIM.

YOU MAY ALSO WANT, AT THIS STAGE, TO HAND OUT THE 'GRID' OF ADDITIONAL CANDIDATES FOR THE STEERING COMMITTEE AND HAVE SOME DISCUSSION. I WILL HAVE THEM AVAILABLE TO CIRCULATE AND I AM APPENDING A COPY TO THESE NOTES.

- I HAVE ASSUMED 40 MINS. DISCUSSION ON MINUTES BASED ON YOUR RAISING THE 'GRID' ISSUE AT THIS POINT IN THE MEETING.
- 10.20 1997 WORKPLAN [ IV ON THE AGENDA].

CALL ON ADH TO GIVE A BRIEF UPDATE ON THE 1997 WORKPLAN THUS FAR.

- 10.30 STRATEGIC PLAN [V ON THE AGENDA]
  CALL ON KAREN TO REPORT AND INTRODUCE THE DISCUSSION.
- 12.15 LUNCH
- 1.15 REVIEW OF BOARD SEMINAR AND MEETING [VI ON AGENDA].

- ASK NESSA TO REVIEW BOARD SEMINAR PROGRAM.
- JOSIE WILL HAND OUT BOARD BOOKS. WE WILL GO THROUGH THE AGENDA. ASK JOSIE TO REPORT ON ATTENDANCE.
- ASK GAIL TAKE US THROUGH THE CONCEPTUAL DESIGN OF THE BOARD MEETING.
- 1.30 BRANDEIS PLANNING PROCESS [VII ON AGENDA]

CALL ON BARRY TO REPORT ON THE BRANDEIS UNIVERSITY PLANNING PROCESS.

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2.00 CIJE GENERAL UPDATE [ITEM VIII ON AGENDA]

CALL ON ADH

## CIJE UPDATE:

1.	GA	[NR]
2.	TEI - DECEMBER	[GZD]
3.	HARVARD CONSULTATION	[GZD]
5.	MILWAUKEE LAY LEADERSHIP	[DP]
6.	WEXNER CONSULTATION	[ADH]
7.	TORAH U'MESORA	[GZD]
8.	LUNCHEON SEMINAR	[NR]
9.	BEST PRACTISES PUBLICATIONS	[BH]



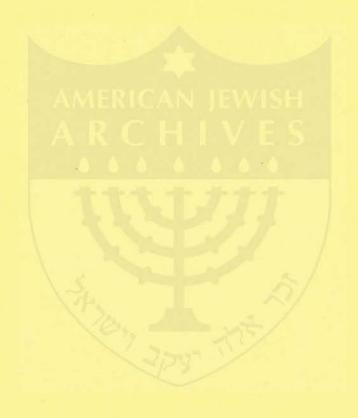
## MASTER SCHEDULE CONTROL

### COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 8/9/96

ELEMENT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1. Steering Committee 9:30 AM - 4:00 PM	N.Y. 10/16		N.Y, 12/5		N.Y. 2/6		N.Y. 4/9		N.Y. 6/26		N.Y. 8/7		10/13		N.Y 12/3
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/16			ME	RICA	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	N.Y. 4/9	H							
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 3:30 PM	N.Y. 10/16 - 17			117		17	N.Y. 4/9 - 10								N.Y. 12/3 4
4. Sub-Committees:			_	3.				1							
A. Building the Profession	N.Y. 10/17			1.5	, =	/	N.Y. 4/10								N.Y 12/4
B. Community Mobilization	N.Y. 10/17				A	3	N.Y. 4/10								N.Y 12/4
C. Content & Program	N.Y. 10/17			/			N.Y. 4/10		,						N Y 12/4
D. Research & Evaluation	N.Y. 10/17						N.Y. 4/10								N.Y 12/4

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MINUTES:

CIJE STEERING COMMITTEE

DATE OF MEETING:

August 15, 1996 DATE MINUTES ISSUED: October 10, 1996

PARTICIPANTS:

Morton L. Mandel (Chair), Sheila Allenick, Karen Barth, John Colman, Gail Dorph, Ellen Goldring, Lee M. Hendler, Allan Hoffmann, Barry Holtz, Josie Mowlem (sec'y), Dan Pekarsky, Dalia Pollack, Lester Pollack, Nessa Rapoport, Charles Ratner,

Esther Leah Ritz, Richard Shatten, Jon Woocher

COPY TO:

Dan Bader, Seymour Fox, Adam Gamoran, Annette Hochstein,

Stephen Hoffman, Henry Zucker

#### Master Schedule Control I.

The master schedule control for 1997 was reviewed. The current thinking is to hold all of our Steering Committee meetings in New York. The chair noted that the October 1997 date needs to be rescheduled.

#### П. Announcements

Mr. Mandel warmly welcomed Karen Barth, who has joined the leadership team of CIJE, initially as a Senior Consultant. Karen is part-time leading to full-time by 1997. Until recently, Karen has been a Senior Engagement Manager with McKinsey and Co. and has specialized in helping organizations (both profit and non-profit) through change processes.

#### III. Minutes and Assignments

The minutes and assignments of June 26 were reviewed.

#### IV. Early Childhood

CIJE has committed itself to continuing to search for a person to head up an early childhood initiative and gather information and advisors to work together in this project.

#### Assignment

Staff will make a recommendation at a subsequent meeting on this topic.

#### The Professors: Summer 1996 and Beyond V.

Barry Holtz briefly described the context of the Summer Program for Professors, noting that the project grew out of an enduring issue: the "capacity problem", or who will do the work. There are only 30 professors of Jewish education in the country, so we needed to find another way to draw more into our orbit. The idea is to recruit outstanding professors of education who are also Jewish and give them an opportunity to contribute to the Jewish community in their area of expertise. We recruited a group of 12-15 people, all of whom were excited and want to be involved. Of this group, 9 were able to participate in the summer

program, which was a joint project of CIJE and the Center for Advanced Professional Educators (CAPE) of the Mandel Institute.

Barry then introduced Susan Stodolsky, Professor of Education and Psychology at the University of Chicago, who does observational and survey research and teaches program evaluation and other research methods. Ms. Stodolsky said that she was thrilled to become more directly engaged in Jewish education, both personally and professionally, because this gave her a new context for her professional skills. The program was an extraordinary chance to interact with outstanding colleagues. Although she expressed her initial misgivings as to how the program would come together, she was impressed at the way the curriculum was structured to address educational and Jewish ideas of importance. She noted that a variety of structures were used: large groups and small groups; there were great teachers and field visits. The program, whose theme was pluralism, was demanding and intense. She said that the participants want to continue to be involved and need to determine the best way for each of them to contribute.

Barry Holtz reported that these sentiments were shared by all the participants, and that a meeting will be planned in the winter, at which time we may include those professors who did not attend this summer. There is the issue of how to integrate new people into the group and this will be discussed further. In response to a question about venue (Jerusalem), the answer was that it is very important to conduct such a seminar in a retreat format, and to take advantage of the unusual resources of people and facilities which Jerusalem offers.

It was suggested in the discussion that the participants should document the process of their own education as adult Jewish learners. This will form the basis of a valuable record for future training. In addition, the possibility of a similar program for lay leaders, to help make them partners in this enterprise, was raised. Mr. Mandel noted that lay leaders are critical, because it is they who set the policy and direction, which is then jointly executed. It is hoped that the summary of the program will include the outcomes and findings and a proposal for new initiatives for lay leaders.

We need to find a way to capture not only the "glow", but also the substance and content to give to others outside of CIJE the idea of what an exceptional program this was.

### VI. Planning Process for 25 Year Vision

Mr. Hoffmann said that this is the first time at an August meeting of the Steering Committee that the following year's work plan is being presented. He noted that the staff had just completed a three day retreat devoted to this topic. In his introductory comments, he said that in November 1993, a 10 year total vision was developed and the programs of 1994, 95 and 96 grew out of that plan.

CIJE is now at the next step, to set our course on a multi-year vision and plan for 1997 and beyond. The staff discussion had focused on: what would success look like down the road? whether or not the domains are the right way to talk about the work of CIJE? what we have accomplished? what was not done and why?

Ms. Barth has designed a process to articulate CIJE's role into the future. This will require the involvement of the members of the Steering Committee in a 5-6 month process. This will incorporate both planning and strategic thinking in a process which will pull in staff, consultants and experts as well. She noted that there are 4 phases:

- I. Vision what will the North American Jewish community look like if we succeed? What is our "emerald city"?
- II. Change Process what is the process of getting from here to there?
- III. CIJE Mission and Vision what is CIJE's role in making it happen?
- IV. CIJE Strategy How will CIJE work towards fulfilling this role? How to refine this strategy on an ongoing basis? This phase is the basis for our work. It is the skills, the funding, and the human resources to get the job done.

Ms. Barth reviewed each phase in depth.

#### I. Phase I - Vision

Objective: Describe what the North American Jewish community will look like in 25 years if we succeed, with an emphasis on envisioning the educational system and where it fits in.

<u>Key Issues:</u> The role of education in Jewish life, education models, profession, institutional landscape and funding.

<u>Activities:</u> Interview staff, consultants, Steering Committee; synthesize into "strawman" option/s; one-day workshop; Steering Committee discussion.

#### II. Phase II - Change Process

Objective: Describe the change philosophy for getting from here to there.

Key Issues: New vs. existing institutions; level of focus (institution, movement);

steps in change process; building/energizing leadership; pilot vs. national; addressing cultural issues and other barriers to change; measuring success;

Activities: Summarize lessons learned; understand educational change/ review literature; map landscape of existing change efforts, best practices and stumbling blocks; estimate number of people and dollars currently involved; one day workshop; Steering Committee discussion.

#### III. Phase III - CIJE Mission and Vision

Objective: Describe CIJE's role in the next 5-10 years in facilitating that change process and what CIJE will look like in 5-10 years

Key Issues: CIJE tasks/role; functions needed to accomplish this role: in-house, spin-off; out-source; key skills; CIJE structure

Activities: Interview staff and consultants; draft strawman mission/vision; oneday staff workshop; Steering Committee discussion

#### IV. Phase IV - CIJE 5 Year Strategy

Objective: Describe how CIJE will work towards accomplishing vision and mission

<u>Key Issues:</u> Major change initiatives to be completed over next 5 years; building CIJE: Board, reputation, fundraising; ongoing refinement of vision and strategy

<u>Activities:</u> Discuss with consultants, staff and Steering Committee; one day staff workshop; Steering committee.

The deadlines for completing each of the four phases are built around the dates of Steering Committee meetings in 1996-97. Current CIJE staff will be deeply involved in the process, but in order to do much of the legwork, Ms. Barth suggested engaging a full-time person for 5 months to gather the data, do the synthesis and the writing of the final document. An effort will be made to reach out and take a broad scan of the community. There was acknowledgment that the proposed timetable is very tight. It was noted that the planning process for change is the first part of the implementation process. In order to get the best available thinking, a wide range of thinkers, educators and lay leaders will be contacted.

The "Emerald City" vision is a collective of every local community's vision and communities should be encouraged to follow this process as well. The capacity question was raised and tabled for a future meeting.

#### VII. 1997 Work Plan - Strategic Thrusts

Mr. Hoffmann said that the staff had begun preparing the 1997 work plans by responding to several questions: what remains to be done in 1996 and what will not be accomplished; 1997 proposals and outstanding issues.

Gail Dorph presented the staff work plan for Building the Profession. For the remainder of 1996, there are several consultations on the schedule; an active search is underway for a person to work on early childhood; three seminars - TEI in December, leadership and professors in January. In 1997, the following is on the docket: ongoing planning and consultation; TEI (including 5-6 seminars and the creation of a package of 5 video tapes); leadership seminars; and several planning projects - JEWEL (national center of Jewish educational leadership), early childhood and TEI spin-offs. TTT will not take place in 1996. Critical issues for this domain are how to find the staff to work on these projects; how to bring in staff to support the TEI work and finding the time for excellent planning in 1997.

Barry Holtz presented the Best Practices workplan. Still to be accomplished in 1996 are the redesign of the first two Best Practices volumes: Supplementary Schools and Early Childhood Jewish Education; develop a concept and plan for the dissemination of the above as well as for their use in other CIJE projects and plan for a policy brief type publication on best practice in contemporary general education with implications for Jewish education.

In 1997, Barry Holtz proposed the following: implement the dissemination plan for the volumes; implement the plan for the use of the BPs in CIJE projects; write the "policy brief" type publication referred to above. Not in the plan are a "Best Practices" on professional development and a BP on Hebrew in Day Schools, as originally suggested. The issue facing the domain is if and how we would develop new BP volumes in the future.

Dan Pekarsky presented the Goals Project workplan. From August to December, the following items remain: integration into other CIJE domains; continue to work on pilot projects and publications; build capacity by identifying new resources and encourage new vision-guided institutions. 1997 projects will include continued involvement in ongoing CIJE projects, continuation of the three pilot projects, publications, building capacity and encouraging new vision-driven institutions. Not in the workplan are the development of a consortium of vision-driven institutions, a strong community vision emphasis and denominational work. Issues include: how much capacity will the pilot projects require and the involvement of other CIJE domains in pilot projects.

Nessa Rapoport reported on Community Mobilization, listing the following items for 1996: develop the Milwaukee leadership project; create a publications and

dissemination plan; publish Art Green's essay, Ramah essay and the Integrated Teacher Report; complete the CIJE database; plan GA participation; hold two luncheon seminars and the Board seminar/ meeting. 1997 plans include: create a design for increasing the involvement of communal leadership and begin to implement it; continue to add to the Steering Committee; implement the Milwaukee project; edit, publish and disseminate 1997 publications, including annual report; develop CIJE/CJF/JESNA relationship; hold two luncheon seminars and Board Seminar and meeting. Not in the 1997 work plan are new communities beyond current pilots and no "CIJE on the road."

Ellen Goldring reported on the Research and Evaluation workplan, listing the following for 1996: evaluation of CIJE's Teacher-Educator Institute; write three reports on TEI. On the 1997 workplan are: the ongoing evaluation of TEI, two TEI reports; consultations to consider building an infrastructure for a National Center for Research in Jewish Education; complete "Policy Brief on Early Childhood Education and on Educational Leaders in Schools" and continue planning the Evaluation Institute. Evaluation of other CIJE pilot projects and initiatives will not take place in 1997. Issues include: how to use documents, data and information from research and evaluation for maximum impact and as we plan, how can we move comprehensively to evaluate progress toward our vision of success.

Assignment

Revised copies of the workplan will be mailed out before the next meeting. At a future meeting, we will need to consider the major issue of hiring additional core staff.

#### VIII. Goals Seminar

Dan Pekarsky reported on the Goals Seminar which took place in Jerusalem following the Professors Seminar. He noted that there are enormous needs for written materials and for consultants to work with institutions. This seminar also was a collaborative process with CAPE. The participants were high quality professionals, who are in the process of building new institutions or revitalizing existing ones.

Mr. Pekarsky introduced Rabbi Daniel Lehmann who is the founding Headmaster of the new Jewish High School of Greater Boston, a community Jewish day high school. Rabbi Lehmann said that he owed a debt of gratitude to CIJE for the Seminar, which was not only a learning experience but also an opportunity for networking with colleagues. The content of the Seminar has helped to answer some of his questions and produced a whole new series of questions. He noted that by bringing together people engaged in these projects, CIJE is influencing a new level of infrastructure in North America.

## IX. Board Redesign

This item was deferred for another agenda. In the meantime, we will add two more people to this group.

## X. Next meeting

The next meeting of the Steering Committee will be October 16; followed by the Board Seminar in the evening and the Board meeting the following day.





# ASSIGNMENTS 73890 ASN (REV. 7/94) PRINTED IN U.S.A.

	Function:	CIJE STEERING COM	STEERING COMMITTEE							
	Subject/Objective	ve: ASSIGNMENTS	IGNMENTS							
	Originator:	Josie Mowlem		Date: 8/15/96						
NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE					

Send copy of Professor Art Green's paper to Luncheon Seminar invitees.	NR	6/26/96	9/9/96
Prepare 1997 Work Plan for discussion at Steering Committee	ADH	8/15/96	10/16/96
Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee, after the policy brief is drafted.	AG/NR	6/8/95	TBD
Prepare plan for major initiative in Early Childhood.	ADH/ GZD	5/1/96	TBD
Develop plan with Dr. Devorah Steinmetz to design educational component of training day school teachers.	GZD	3/6/96	TBD
Show TEI video tape to Steering Committee.	GZD	6/26/96	TBD
Send out article by Adam Gamoran printed in "Journal of Religious Education."	ADH	6/26/96	TBD



6. REPORTS



## PLANNING PROCESS IN JEWISH EDUCATION AT BRANDEIS

#### OVERVIEW-DRAFT

The Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior. Many experts in the field agree that Jewish education is an important means of addressing this crisis. With the publication of A Time to Act (1990), the Commission on Jewish Education in North America called for the Jewish community to place Jewish education at the top of its priority list. The Commission identified a series of concrete steps that the Jewish community should take to respond successfully to the challenge of revitalizing the education of its people. These steps included building the profession of Jewish education and developing a capacity for researching and evaluating Jewish education. Brandeis University is extremely qualified to begin to address these steps, due both to its considerable existing resources and its ongoing engagement with the American Jewish community.

As the only non-denominational, Jewish-sponsored research university in North America, Brandeis is uniquely positioned to make a significant impact on the community's educational landscape. In addition, the university's long-standing commitment to the highest level of scholarship has resulted in characteristics that prepare it to adopt an undertaking of this magnitude. Chief among these are a substantial research capacity across the disciplines; a record of interdisciplinary, collaborative approaches to problems; a history of partnerships beyond the university; a commitment to pluralism; and a national reputation for independence and innovation in the Jewish and general scholarly communities.

In the spring of 1995, Brandeis began a series of conversations with the Council for Initiatives in Jewish Education (CIJE) about the expansion of the university's capacity and impact in Jewish education. Last November, Brandeis submitted a funding proposal to the Mandel Associated Foundations to plan for Brandeis's future in Jewish education. The primary deliberative body of the planning process, the task force on Jewish education at Brandeis, met for the first time in December 1995.

The primary purpose of the university planning process for Jewish education is to determine what Brandeis's priorities should be in serving the educational needs of the Jewish community. The process is overseen by a task force of Brandeis faculty and leaders of the Boston-area Jewish educational community, a steering committee made up of five members of the task force, and two consultants from the CIJE.

The task force is considering the following questions:

- What are Brandeis's current involvements in Jewish education?
- What are the educational needs of the North American Jewish community?

- How can Brandeis build upon its strongest resources to meet a set of identified needs of the Jewish community?
- What are the University's highest priorities in developing its resources to serve the identified educational needs of the Jewish community?

Under the leadership of Brandeis president Jehuda Reinharz, the planning process involves a valuable collaboration between the university and the CIJE. CIJE consultants are working closely with the task force on identifying the Brandeis resources most appropriate for addressing the community's educational needs, targeting areas for most immediate attention, and developing a framework for the university's Jewish educational initiatives.

Following this planning process, Brandeis intends to put these resources to work on meeting the specific programming, training and research needs in North American Jewish education. Specific goals will include:

- the formulation and dissemination of ideas, policies and programs toward a reinvigoration of American Jewish education and the American Jewish community;
- · research and scholarship on education in the contemporary Jewish community;
- · an increase in the number and quality of professional Jewish educational leaders; and
- an increase in the knowledge, interest and support of lay leaders in Jewish education.

The needs of the community are vast and areas of potential involvement are many. Part of this planning process has involved selecting domains for intervention that are most likely to yield early, significant results. At this stage in the planning process the areas of education for adolescence and youth, school leadership, and teacher training are receiving sustained attention. All age groups are under-served, but it is during adolescence and young adulthood that Jewish identity undergoes critical development. Yet existing programs reach relatively few young people. Training and professional development programs for teachers and school leaders (i.e., principals and educational directors) will address immediately a severe shortage of educators in day schools, synagogue schools and other educational settings.

Brandeis is currently considering how most effectively to implement its plans. Any effort undertaken by the university will entail broad university involvement in a coordinated, focused and evaluated initiative. This summer, the steering committee has been examining university-based research and policy centers around the United States to assess the range of possibilities for funding, structuring, and governing such a broad-based, impact-focused enterprise.

It has been clear from the beginning that a strong connection to the national Jewish community and its leadership will be crucial to the success of the planning process and the range of ventures that will result. To aid in this effort, Brandeis is actively seeking to create a lay advisory board whose members will contribute their expertise and advice. The lay board's input will be sought around questions such as:

OVERVIEW

 What are the existing, outstanding models of university-community partnerships, either in the business world or elsewhere?

- What areas in Jewish education most need long-term attention?
- What role should research play in Brandeis's Jewish education initiatives?
- How can Brandeis maximize the impact of its activities in Jewish education?

Because of its resources and its place in the American Jewish community, Brandeis is poised to make a serious, high-profile commitment to Jewish education in North America and to the vibrancy of the North American Jewish community. No effort can succeed, however, unless it is closely coordinated with the central institutions and lay leadership of the Jewish community. With that coordination and support, the university can address the community's needs for educational leadership in its broadest sense and make a major impact.



#### Task Force Roster

Joyce Antler, American Studies Marc Brettler,\* Near Eastern and Judaic Studies Joshua Elkin, Solomon Schechter Day School/Homstein Program Sylvia Barack Fishman, Near Eastern and Judaic Studies Arthur Green, Near Eastern and Judaic Studies Irving Epstein, Provost Alan Hoffmann,\* Council for Initiatives in Jewish Education Barry Holtz,\* Council for Initiatives in Jewish Education Edward Kaplan, Romance and Comparative Literature Daniel Lehman, Head, New Jewish High School in Boston Daniel Margolis, Bureau of Jewish Education/Hornstein Program Alan Mintz, Near Eastern and Judaic Studies Jehuda Reinharz, President Joseph Reimer,\* Hornstein Program in Jewish Communal Service Shulamit Reinharz, Women's Studies/Sociology Bemard Reisman, Homstein Program in Jewish Communal Service Myron Rosenblum, Department of Chemistry Jonathan Sama, Near Eastern and Judaic Studies Leonard Saxe, Heller School Susanne Shavelson,\* Hornstein Program in Jewish Communal Service Susan Shevitz,\* Homstein Program in Jewish Communal Service Larry Stemberg, Cohen Center for Modern Jewish Studies/Hornstein Program Robert Szulkin, Department of Germanic and Slavic Languages Daniel Terris,\* Assistant Provost, Rabb School Stephen Whitfield, American Studies

Peter Witt, Education Program

<sup>\*</sup> member of steering committee



AND VANOR WAY



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10. AGENDA

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION STEERING COMMITTEE

## **AGENDA**

Wednesday, October 16, 1996 9:30 am - 3:30 pm New York

		<u>Tab</u>	Assignment
I.	Master Schedule Control	1	MLM
II.	Minutes	2	JM
III.	Assignments	3	JM
IV.	1997 Work Plan		ADH
V.	Strategic Plan		KAB
VI.	Review of Board Seminar and Meeting		MLM
VII.	Update on Brandeis Planning Process	6a	ADH/BWH
VIII.	CIJE General Update		ADH/KAB

# STRATEGIC PLAN WORKSHOP: STEERING COMMITTEE

**OCTOBER 16, 1996** 

## **ACTIVITIES TO DATE**

- · Hired Shlomo Offer and Bettina Klein to work on planning.
- · Conducted 13 external and 7 internal interviews
- · Held two staff workshops.
- · Began mapping of change efforts in the Jewish community.
- · Began research on the cost of Jewish education.
- · Hired Michael Ben-Avi to do review of programs and literature on change in general education.
- Drew up a "strawman" vision for the future of education in North America

## **INTERVIEWS TO-DATE**

## External

Peter Berger
Steven M. Cohen
Ari Goldman
David Gordis
Art Green
Fran Jacobs
Roger Kamanetz
Joe Reimer
Mike Rosenak
John Ruskay
Israel Scheffler
Barry Shrage
Bernie Steinberg

## **Internal**

John Colman Gail Dorph Lee M. Hendler Steve Hoffman Barry Holtz Chuck Ratner Esther Leah Ritz

## PLANNED INTERVIEWS

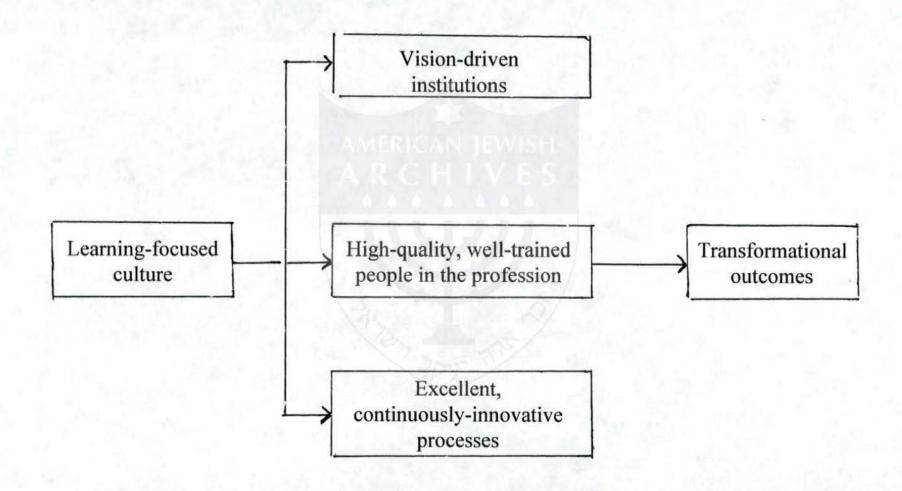
## External

Saul Berman David K. Cohen Rachel Cowan Arnie Eisen Peter Geffen Stanley Horowitz Michael Lerner Roly Matalon Sharon Feiman-Nemser Mike Rosenak Marvin Schick Dan Shapiro Harold Shulweis Majorie Tabanken Isador Twersky Michael Walzer

## Internal

Dan Bader Alan Hoffmann Mort Mandel Nessa Rapaport Richard Shatten John Woocher

## "STRAWMAN" VISION FOR THE FUTURE OF JEWISH EDUCATION



## "STRAWMAN" VISION OF A LEARNING-FOCUSED CULTURE

- The culture of the Jewish people of North America is suffused by learning and most Jews view lifelong Jewish learning as a high priority for themselves and their children.
- There are many ways to be an educated Jew but all involve engaging in some way with Jewish tradition.
- Jewish literacy is the norm. There is a recognized minimal level of knowledge and skills and it is expected that
  parents will ensure that their children achieve it.
- Those who aspire to and achieve high levels of learning are respected, admired and accorded high status in the community.

## "STRAWMAN" VISION OF VISION-DRIVEN INSTITUTIONS

- Institutions within the system are driven by their own clear vision of what is an educated Jew. Communities support the efforts of institutions to articulate and refine their visions.
- The home and family are an important, perhaps the most important setting, for Jewish learning. Much learning takes place in informal groups outside of organized institutions. There is community support for these activities.
- Schools, synagogues, JCC's, camp and other educational institutions work together as a team to serve the needs of individuals.
  - The day school and the supplementary school both exist as high quality, effective educational vehicles for transmitting knowledge, culture and skills to young people. In addition to providing formal classroom learning, more experiential learning is part of the programs at these institutions
  - Extensive opportunities exist for informal educational experiences (JCC's, camps, youth groups, retreats, Israel trips). These are opportunities to experience vibrant, intense Jewish living.
  - The synagogue is a learning institution and a key center for many types of traditional and non-traditional learning.
- Jewish early childhood programs are available to every Jewish family. The programs are rich with Jewish context
  and there is a high level of family involvement.
- Every child has access to quality formal and informal educational experiences regardless of the financial situation
  of the family and regardless of where they live. Most Jewish children participate in a Jewish early childhood
  program, either a day school or a supplementary school and 3-4 informal programs during childhood and
  adolescence.

- A substantial number of colleges and universities have vibrant Jewish studies programs and informal programs (Hillels etc.). Universities run high-quality educational programs for those seeking careers in Jewish education.
- Adult learning takes place in multiple settings including Synagogues, JCC's, homes, retreats. The teachers are high-caliber and an enormous variety of options is available.
- There is an ongoing process of creating, new institutions and new types of institutional and settings for Jewish learning. There is community support for such new ventures.
- Jewish learning institutions are well-managed using the best, state-of-the-art management techniques and have well-functioning governance structures.

# "STRAWMAN" VISION FOR HIGH-QUALITY PEOPLE IN THE PROFESSION

- The profession of Jewish education is a high-status occupation with compensation and benefits competitive with other professional fields. It attracts many of the best and brightest.
- There is a cadre of committed senior professional educators of the caliber of leaders in medicine, law, government, business, academia, etc. There is a national institute that develops, supports and nurtures this cadre.
- There is a large and highly energized group of lay leaders for whom Jewish education is the focus of their work in the Jewish community and who are committed to supporting existing institutions and helping to build new ones.
   There is a national institute that develops, supports and trains these leaders.
- Jewish educators are well-educated both in Jewish education and in general education. There is a national institute
  that supports the development of qualified educators.
- There is a substantial group of academics engaged in research in Jewish education supporting the continuous improvement of methodologies and institutional design.
- There is a substantial group of professors focused on training the next generation of educators.
- There is a well-trained group of field evaluators who are available to help communities and institutions
  evaluate the effectiveness of their programs and institutions.

- Most communities have several teacher/educators who provide in-service training for teachers in the community.
- Rabbis value education, are focused on it and have training in it. Many work in the field of education. The
  community supports some Rabbi's as Scholars-in-Residence who are freed from pastoral roles and able to focus on
  learning and teaching. Some of these are inspirational "super-stars" and spiritual leaders.
- There are broadly recognized standards for Jewish educators at all levels and multiple career tracks including one leading to a master teacher role.

# "STRAWMAN" VISION OF EXCELLENT, CONTINUOUSLY-INNOVATIVE PROCESSES

- Jewish education uses state-of-the-art teaching methodologies from general education as well as learning methodologies from the Jewish tradition.
- There is active ongoing development of curriculum and curricular materials for adults, youths, children and families.
- There is strong community support for research and the development of new experimental institutions and programs.
- State-of-the-art methods and technologies are used broadly to support Jewish education (e.g. video, CD rom, Internet).
- Education is strongly supported by communal funds and is not considered solely the responsibly of the individual
  or family.

# "STRAWMAN" VISION FOR THE OUTCOMES IN NORTH AMERICAN JEWISH COMMUNITY

Centrality of Learning/Knowledge

Jewish learning is central to the life of most North American Jews. There is recognized minimum level of knowledge and skills that most Jews achieve and a

substantial size group that achieves much higher levels.

Involvement/Commitment Most Jews are deeply involved in one or more organizations that engage in learning

community work, cultural activities, prayer and/or other Jewish activities and that

are central to their identities. These communities serve almost as extended families.

Intensity/Energy There is a feeling of energy in these organizations and an intensity of involvement.

These organizations engage the heart and mind.

Pluralism Many different ways exist of being and living as a committed Jew but there is a

recognized core common "language" and an atmosphere of mutual tolerance.

Jewish Identity Being Jewish is at the heart of the self-image of most Jews.

Moral Passion Moral passion and a commitment to repairing the world is recognized as being at the

heart of what is means to be Jewish.

Jewish Values Jews and the organized Jewish Community are actively involved in bringing Jewish

values to bear on the problems of the wider society.

Relationship with Israel

Leadership

There is an strong, active, positive mutual relationship with Israel.

There is a large, talented group of lay and professional leaders driving continuous improvement and innovation in all aspects of Jewish Life.

