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Box Folder 5

Steering committee. 7 August 1997. Meeting book, July 1997-August 1997.

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Chair

Morton Mandel

MEMORANDUM

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Date:

July 24, 1997

To:

CIJE Steering Committee Members

Honorary Chair Max Fisher

From:

Re:

Alan D. Hoffmann

Karen A. Barth

Board

David Arnow Daniel Bader Mandell Berman Charles Bronfman

John Colman Maurice Corson

Susan Crown Jay Davis

Irwin Field Charles Goodman

Alfred Gottschalk

Neil Greenbaum Lee M. Hendler

David Hirschhorn

Gershon Kekst

Henry Koschitzky

Mark Lainer Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Martin Lipset Florence Melton

Melvin Merians

Lester Pollack

Charles Ratner Esther Leah Ritz

William Schatten

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Executive Director Alan Hoffmann This is to confirm that the next meeting of the CIJE Steering Committee is

Steering Committee Meeting of August 7, 1997

scheduled to take place from 9:30 am to 4:00 pm on Thursday, August 7th at 15 East 26 Street, in the 10th floor conference room. There will also be a special Board meeting from 9:00 to 9:30 am in the same location.

The major focus of our agenda will be the 1998 workplan and an update on our Teacher Educator Institute (TEI). At the end of the meeting we will be installing Lester Pollack as our new Chair.

This will be a particularly important and exciting meeting because of the leadership transition and the discussion of our first workplan under the new strategic plan. We hope that everyone will be able to attend.

Enclosed is a publications update for your review prior to the meeting.

Please call Chava Werber at 212-532-2360, Ext. 11, to indicate your attendance plans.

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d on images which e of representation while' way. Dallas And it is no longer out unambiguously 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 child-hood. 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-herose

unattractive and asexual, narrow of vision, even malevolent, most of the female. In another direction (or so it seems), we see the heros, the savious handsome of figure and face, decisive and bold, but kind, enlightened, lifting, 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 v 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 ir 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 Schwarzenes 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 kindergaten pedagogy? A single convincing reading is problemati

Similarly, in the comic book episode that features Barbie as a stuteacher, it is possible that Barbie-the-fashion-goddess overshadows Bathe-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 explusing audio-visual aids. She is warm compassionate and self-sacrificing, lifer and through her students (teaching is not a sideline for her as it is *Kindergarten Cop*). Projecting themselves in their Barbie doll play, do you girls focus on the fashion and beauty images, preparing themselves for rexia and plastic surgery as their growing bodies inevitably betray the indecidealized image they incorporate into their own self-images as women? haps, instead, or also, they identify with the Barbie teacher image, thus beging socialized into the traditional image of teacher-as-sellless paragon of ser

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

# STEERING COMMITTEE 9.00 - 4.00

August 7, 1997

#### CHAIRMAN'S NOTES

## 9.00 SPECIAL BOARD MEETING:

IN THE ROOM WILL BE JOHN COLMAN, LESTER POLLACK AND YOURSELF PLUS THE ENTIRE CIJE STAFF AND CONSULTANTS.

ON THE TELEPHONE AT 9.00 A.M. WILL BE DAN BADER, BILL BERMAN, LEE HENDLER, ANN KAUFMAN, ESTHER LEAH RITZ, AND BENNETT YANOWITZ.

CHUCK RATNER WILL BE FLYING IN FROM NANTUCKET BUT IF HE DOES NOT MAKE IT HE WILL CONNECT WITH AT&T FROM HIS CAR.

YOU INTRODUCE THE AGENDA WHICH HAS 3 QUICK ITEMS:

- ELECTION OF THE BOARD OF DIRECTORS
- 2. ELECTION OF OFFICERS
- PASSING OF A RESOLUTION TO APPROVE THE BUDGET AND WORKPLAN FOR 1997

IN YOUR FOLDER [ATTACHED] IS THE SLATE OF NOMINEES FOR THE BOARD OF DIRECTORS WHICH ALSO INCLUDES THE NOMINEES FOR OFFICERS AND THE TEXT OF THE ONE-SENTENCE RESOLUTION.

MEETING IS CALLED TO ORDER, ROLL CALL TAKEN, LIST OF BOARD NOMINEES READ AND VOTED UPON. SAME FOR OFFICERS.

THEN RESOLUTION AND MEETING IS ADJOURNED. (BILL BERMAN WOULD LIKE TO BE FINISHED BY 9.20.)

## 9.30 WELCOME & INTRODUCTIONS [I ON AGENDA]

#### STEERING COMMITTEE IS NOW CONVENED

YOU MAY WANT TO MENTION THAT THIS IS THE LAST MEETING OF THE CIJE STEERING COMMITTEE. FROM NOW ON, FOLLOWING THIS MORNING'S BUSINESS, THIS SAME FORUM WILL CONVENE AS THE CIJE BOARD OF DIRECTORS. WE WILL REDO OUR STATIONERY TO ALSO REFLECT THE TRANSITION IN LEADERSHIP.

### TO THIS WILL BE ADDED THE CHAIRMAN'S COUNCIL.

AT THIS MEETING WE HAVE 3 NEW STAFF MEMBERS JOINING THE MEETING -- NELLIE HARRIS, CIPPI HARTE, AND ELIE HOLZER. THEIR RESUMES ARE IN TAB 4.

TWO OF THEM ARE GRADUATES OF THE JERUSALEM FELLOWS!! TURN TO **KAREN BARTH** TO INTRODUCE NEW STAFF. (EACH NEW PERSON WILL ALSO TALK FOR 1-2 MINUTES ABOUT THEMSELVES).

## GO THROUGH BOOKS

# 9.50 MASTER SCHEDULE CONTROL [II ON AGENDA]

THE NEW DATES FOR THE 1998 BOARD OF DIRECTORS MEETINGS APPEAR ON THE MASTER SCHEDULE CONTROL.
HOWEVER, THE APRIL 29TH DATE IS NOW NO LONGER GOOD FOR LESTER. THERE SEEMS TO BE NO DATE IN APRIL GOOD FOR YOU AND LESTER. KATHY AND MARGO ARE WORKING ON A MARCH OR MAY DATE.

# 10.00 - 10.15 MINUTES [III ON AGENDA]

KAREN JACOBSON WILL READ AN EDITED VERSION OF THE MINUTES [FYI: APPENDIX #1--NOT CIRCULATED]. AFTER ITEM IV ON CIJE GOVERNANCE WHEN SHE REFERS TO THE BIENNIAL, YOU MIGHT WANT TO TAKE TIME TO DISCUSS IT. YOU WILL HAVE A PAGE TO GIVE OUT [FYI: APPENDIX #2--TO BE DISTRIBUTED], READY TO BE CIRCULATED AT THE MEETING. YOU COULD THEN GO THROUGH THE PAGE.

# 10.15 - 11.15 CIJE 1998 WORKPLAN [IV ON AGENDA]

STAFF HAS MET IN RETREAT BOTH AT THE END OF JUNE AND OVER THE PAST 2 DAYS TO DEVELOP THE GUIDELINES FOR THE 1998 WORKPLAN. PURPOSE OF THIS MEETING IS TO DISCUSS THE BROAD THRUSTS OF THE WORKPLAN SO THAT THE MONTH OF SEPTEMBER WILL BE DEVOTED TO FINE TUNING AND BUDGETING. STAFF WILL COME BACK TO THE OCTOBER BOARD MEETING WITH A DETAILED WORKPLAN AND BUDGET WHICH ALL MEMBERS WILL RECEIVE IN ADVANCE. CALL ON KAB TO PRESENT THE WORKPLAN [FYI: APPENDIX #3--TO BE DISTRIBUTED] WITHIN THE FRAMEWORK OF THE STRATEGIC PLAN.

KAB'S PRESENTATION WILL TAKE APPROX. ½ HR AND THEN WILL LEAVE ANOTHER ½ HR FOR DISCUSSION ON THE GENERAL THEMES.

# AMERICAN JEWISH

## 11.15 - 12.15 COST OF JEWISH EDUCATION [V ON AGENDA]

BETTINA KLEIN WAS EMPLOYED BY CIJE AS PART OF THE STRATEGIC PLAN TO DEVELOP A VERY ROUGH ESTIMATE OF THE TOTAL SPENDING ON JEWISH EDUCATION IN NORTH AMERICA.

WHILE VERY CRUDE, THE RESULTS OF HER WORK ARE HIGHLY IMPORTANT AND WE INTENDED THAT BETTINA SHOULD PRESENT THEM HERSELF TO THE STEERING COMMITTEE. BETTINA CANNOT MAKE THE MEETING UNDER DOCTOR'S ORDERS (SHE IS PREGNANT) AND SO KAB IS GOING TO PRESENT HER MATERIALS WHICH SHOULD PROVIDE A VERY RICH DISCUSSION.

THIS MATERIAL IS CONFIDENTIAL BECAUSE IT IS BOTH SO SENSITIVE AND SO ROUGH. WE ARE SUGGESTING THAT WE HAND OUT THE 8 PAGES, BUT COLLECT THEM AFTER THE DISCUSSION (YOUR COPY IS INCLUDED IN THIS PACKAGE [FYI: APPENDIX #4], BUT WILL NOT BE INCLUDED IN THE BOOK.)

## 12.15 - 1.15 LUNCH.

AT LUNCH WE WILL BE JOINED BY 3 PARTICIPANTS FROM THE TEI SEMINAR IN ISRAEL. THEIR NAMES ARE:

SHERRY BLUMBERG JANE SHAPIRO JANE WEST WALSH

THEIR RESUMES ARE TO BE FOUND IN TAB 4a.

# 1.15 - 2.15 TEI UPDATE [VI ON AGENDA]

GAIL DORPH WILL GIVE AN OVERVIEW OF THE PROJECT THUS FAR AND THE ISRAEL SEMINAR WITHIN IT. SHE WILL THEN INTRODUCE EACH PARTICIPANT.

THERE SHOULD BE 1/2 HR. FOR DISCUSSION.

2.15 - 2.45 LOOKING BACKWARDS, LOOKING FORWARDS [VII ON AGENDA]
ADH AND MLM HAVE AN OPPORTUNITY TO REFLECT ON
PAST YEARS (ADH SINCE 1993 AND MLM SINCE COMMISSION)
ON CIJE'S WORK.

# 2.45 LEHAYIM [VIII ON AGENDA]

(AT THIS MOMENT WE WILL BRING IN SOME LIGHT REFRESHMENTS FOR A LEHAYIM. FYI: WE ARE IN THE 9 DAYS BEFORE TISHA BE'AV - THE 9TH OF THE MONTH OF AV - THE DAY OF THE THE DESTRUCTION OF THE FIRST AND SECOND TEMPLES. IT IS A JEWISH TRADITION NOT TO DRINK WINE DURING THIS PERIOD SO WE ARE TOASTING WITH MARTINELLI'S CARBONATED APPLE JUICE.)

THIS IS THE LEADERSHIP TRANSITION MOMENT. LESTER AND KAREN'S CV'S ARE IN TAB 4b.

YOU MAY WANT TO SAY SOME NICE WORDS ABOUT LESTER AND INDUCT HIM IN AS INCOMING CHAIR OF CIJE. **LESTER** SHOULD THEN SAY SOME WORDS.

YOU THEN INDUCT **KAB** AS INCOMING EXECUTIVE OF CIJE. **KAB** SAYS SOME WORDS.

# PRELIMINARY "BIENNIAL" TIME LINE

	Oct 1997	Jan 1998	April 1998	July 1998	Oct 1998	Jan 1999	Mar 1999
Contact key planning partners	x						
Announce	x						
Form Planning Committee	-	<del></del>					
Hold Planning Meeting		X	AML <sup>X</sup> RICA	N JE X ISH	x	X	
Meet with Communities			ARCH	V F S			
Select Site			→ T T T T				
Announce Location			x				
Send out hold- the-date notices			x				
Develop Program			25	***			
Invite Presenters					<b>→</b>		
Send Invitations					x		
Hold Conference			·				x



# MASTER SCHEDULE CONTROL

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 7/30/97

1997 19	98
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ELEMENT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Board of Directors Meeting 9:30 AM - 4:00 PM	N.Y. 10/9		N.Y. 12/3		N.Y. 2/2		N.Y. 4/29		N.Y. 6/23		N.Y. 8/13		N.Y. 10/22		
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#### CONFIDENTIAL

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: June 26, 1997
DATE MINUTES ISSUED: July 7, 1997

PARTICIPANTS: Morton L. Mandel (chair), Karen Barth, John Colman, Gail

Dorph, Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Karen Jacobson (sec'y), Daniel Pekarsky, Lester Pollack, Nessa Rapoport, Charles

Ratner

COPY TO: Daniel Bader, Seymour Fox, Adam Gamoran, Nellie Harris,

Lee Hendler, Annette Hochstein, Morris Offit, Esther Leah

Ritz, Henry Zucker

## I. Master Schedule Control

The meeting was convened at 9:30 am. The agenda and the Master Schedule Control were reviewed. The Steering Committee meeting that was originally scheduled for October 13 has been rescheduled for October 9. Due to planned changes in the governance structure of CIJE, the Board meeting of December 4 has been removed from the schedule. The 1998 master schedule will be ready by the August 7 Steering Committee Meeting. This is an extremely important meeting. It will be the last meeting of this Steering Committee before the transition to the new Board structure. It will also be the meeting at which the election of new officers will take place. Lester Pollack will succeed Mort Mandel as Chairman of CIJE.

## II. Minutes

The minutes of the April 9 Steering Committee meeting were reviewed, corrected and accepted.

## III. Assignments

There were no outstanding assignments.

## IV. CIJE Governance

The proposed changes for the governance structure were delineated: 1) an extended Steering Committee will become the Board; 2) a Chairman's Council will be created to involve senior

lay leaders; 3) a professional advisory board may be created to involve senior professionals; 4) the current Board will be disbanded; and 5) a biennial will be developed that will function to keep a broader group of interested individuals involved and informed.

The Chairman's Council will meet in breakfast sessions from 7:30 - 9:00, two to three times a year chaired by CIJE's chairman. The agenda for these meetings will focus on serious content issues. The council members will receive mailings, be invited to events, and be kept up-to-date on activities by camper-counselor relationships. The members of this council will be composed primarily of 15-20 New York area participants interested in being actively involved in CIJE, but unable to devote the large time commitment required of Steering Committee members.

We are currently in the process of enacting the proposed change in the governance structure of CIJE. In May our attorney reviewed the proposal, and in June the legal changes were organized. Prospective members of the Chairman's Council will be contacted in July, and a letter will be sent out detailing the changes. The election of the new Board, will take place in August. All Steering Committee members should try and attend this very important meeting which will take place directly prior to the start of the next Steering Committee meeting on August 7.

## V. Strategic Plan

Karen Barth reviewed the four phases of the strategic planning process. We are currently in the last stages of the process, and are developing the 1998 work plan using the information gained through the process as a guide.

In response to the comments of the Steering Committee members at the last meeting, the staff reviewed the Strategic Plan documents, and made some refinements to reflect more accurately the guiding vision of CIJE. In order for our long-term vision-in-progress for the North American Jewish Community to be effective, it is CIJE's belief that communities need the following five essential elements: centrality of Jewish learning, strong Jewish identity and Jewish values that permeate most aspects of life, a high level of involvement in Jewish life and Jewish institutions, a commitment to pluralism and concern with social justice, innovation and energy.

The former will only exist if they are joined together with a system of education that contains the following: A multiplicity of high quality, vision driven institutions and other settings providing a diverse offering of life-long learning opportunities. Within this system the following elements are essential: strong community support, talented, well-trained lay and professional leadership, well-trained, professional educators at all levels, inspirational rabbis who see education as integral to their work, content infused with meaning for those who participate.

CIJE's change philosophy, has been redefined to reflect a systems model with strong synergies between leadership, institutions and the communal culture.

CIJE change philosophy believes that leadership, institutions and communal culture and ideas are the essential factors in affecting change. These elements directly relate to the four CIJE initiatives--JEWEL, Consulting Firm Without Walls, Field Sites and Core.

Because the design for CIJE is based strongly on the synergies of its parts, it was pointed out that all four elements, JEWEL, Consulting Firm Without Walls and the Field Sites must be developed concurrently. The strategy and objectives for each initiative in the next three-year period was described followed by a discussion of the actions that will be taken to mitigate risks. The preliminary operating principals that will be adhered to are:

- We will move forward when we have superior leadership to drive a project.
- We will only move forward with a project when we have a responsible funding plan.
- · We will test and revisit every aspect of the strategy.
- We will conduct rigorous evaluation of every project we undertake.
- We will create a multidisciplinary advisory board of experienced professionals to give us an outside viewpoint.

The presentation concluded with the description of the next steps to be taken in the strategic planning process. The steps include refining our three-year goals and objectives: completing the 1998 work planning process, thinking through the partnership strategy specifically the pros and cons of working independently or coordinating resources with other agencies, developing an estimated projection for staffing in the next three-year period as well as creating projected budgets to support the initiatives.

## VI. CIJE Communications

A revised one-page description of what CIJE is was discussed. A major criticism of the piece was that it was too long, and that it failed the 'elevator test'--being able to describe the organization to a fellow traveler in an elevator before the elevator had reached the top floor. The staff will work on creating a more powerful and condensed description.

## 2. Professors

The Professors group will be meeting from tonight through Sunday evening at the Chauncey Conference Center in Princeton, N.J.. Dr. Arthur Green will be leading the study session this evening. 14 members of 22 participants in the Professors program are actively contributing to the work of CIJE.

## 3. Consultations

## A. She'arim

We have been consulting to this new project which represents the first preservice training program for day school teachers. It will provide both Judaic and pedagogical training, utilizing its vast Judaic resources. Annual fellowships will be available to the program participants and the recruiting for candidates will begin in one year.

#### B. HUC

Karen Barth has met with the leadership of HUC for a consultation that has focused on the training of rabbis and cantors.

## C. University of Judaism

A full-day meeting was held at the CIJE offices in June with Rabbi Bob Wexler, Rabbi Daniel Gordis, Karen Barth, Alan Hoffmann, Dan Pekarksy, Gail Dorph, Sharon Feiman-Nemser and Professor Israel Scheffler to explore avenues to solidify the institutions goals and vision, its curriculum and educational philosophy.

## 4. Evaluations

Chuck Ratner spoke about the importance of evaluations. He noted that funders would almost rather see the negative aspects of a project and know that its being evaluated, than a positive program with no evaluation process. This creates a better chance for retaining funding. He suggested that the Steering Committee members might benefit from seeing the recent evaluations of the work of the Cleveland federation in the area of Jewish education. He noted the confidentiality of these documents and that they will be distributed for internal review only.

## X. Early Childhood and CIJE

Fran Jacobs, Associate Professor at Tufts University's Eliot-Pearson Department of Child Study, Department of Urban and Environmental Policy, and a member of the CIJE Professors Group spoke about a consultation she arranged between members of her faculty and the CIJE.

In exchange for attending the Professors program in Israel last summer Fran agreed to contribute five consulting days to the work of CIJE. Creating this consultation at Tufts on early childhood is an excellent example of the quality of resources CIJE has received in return for its arrangement with the members of the Professors program. The Eliot-Pearson child development program at Tufts is a unique program that trains students in educational and developmental theory, and provides a lab to apply the theories into practice. The ability to observe the student-teacher interaction has proven invaluable to understanding how students learn, and to training educators in effective teaching methods.

The consultation brought together a group of professionals to explore issues involved in early childhood Jewish education. Questions that were addressed dealt with two main focus areas:

1) what content to present to pre-literate children; and 2) what methods are most effective in educating this young population. The group discussed several questions:

- 1. What is the process of spiritual development in early childhood.
- What is the knowledge base profile of a Jewishly/ spiritually "mature" 3-4 yr old child.
- 3. What is their level of cognitive development, are they able to comprehend the concepts of G-d, faith and the use of symbols and prayer.

The discussion also raised several elements that are critical in structuring an education program in early childhood:

- 1. Information taught in the school must be reinforced in the home and community environment to be 'learned.'
- 2. Child-focused programs without the involvement of the family are much less effective.
- 3. Children of 3-4 years of age are 'self-referential' which means that programs to be effective must develop materials and curriculum that are age appropriate.

From the research conducted by Bettina Klein for CIJE, we have learned that there is a large amount of money being spent on Jewish early childhood programs. This information combined with the information learned from working with experts like Fran Jacobs could be used to establish standards for programs which reach a large population base of families with young children, and have an enormous impact on the field of early childhood Jewish education.

# X. Executive Session

The lay members of the Steering Committee convened in Executive Session and Karen Barth was ratified as the new Executive Director of CIJE effective August 7, 1997.

The meeting was adjourned at 3:30 pm.







# Nellie Harris Mevo Dakar 5/11 Jerusalem Tel: (02) 532-3182

# Education

1995-present Ph.D. Candidate in Education; The Jewish Theological Seminary of

America

1983 MA, Department of Jewish Literature; The Jewish Theological

Seminary of America

BA, Department of Hebrew Literature; The Hebrew University of

Jerusalem

# Army Service

1977-1978	Enlisted Officer, Israeli Army Education Unit
1976-1977	Teacher, Israeli Army Education Unit

# Employment

1995-present	Jerusalem Fellow
1994-1995	Supervisor, Jewish Theological Seminary, Department of Jewish
	Education Mentors Program
1990-1995	Teacher, Solomon Schechter School of Westchester, Upper School
1991-1995	Art Specialist, Camp Ramah in the Poconos
1991-1994	Teacher, Congregation Bet Am Shalom Religious School, White Plains, NY
1989-1991	Teacher, Prozdor High School of Jewish Theological Seminary
1989-1990	Teacher, Temple Sinai Religious School, Mount Vernon, NY
1989-1990	Teacher, YMHA of Mid-Westchester Kindergarten
1987-1988	Teacher, ORT Kiryat Bialik High School
1988	Director, Ramah Day Camp, Haifa, Israel

# Fellowships

1995-present	Two-year Fellowship, Jerusalem Fellows
1983-1985	Revson Fellow, Jewish Theological Seminary

# Personal

Born:

April 5, 1958; Marrakesh, Morocco

Status:

Married with 2 children

PATRICIA CIPORA HARTE

345 Owen Avenue Fair Lawn, New Jersey 07410 201-797-7820 home 212-780-0800 ext. 223 office

## PROFESSIONAL EXPERIENCE

1996-present Program Director, Goldman YM-YWHA of the Educational Alliance, NYC, NY

Design and develop a full array of programs for a newly established Jewish Community Center.

- Develop divisions and programs for the full complement of services and programs.
- Hire and supervise all program directors for individual programs.
- Coordinate and oversee the production of the catalog of programs and activities.
- Develop budgets for all program areas and monitor the expenditures.
- Design new programs to respond to community needs based on assessments and board policy.
- Coordinate and develop a registration procedure and oversee its implementation.
- Assist with fundraising.
- · Facilitate work with lay committees of the board.
- Provide inservice training for staff.

# 1995 - 1996 Director of Community Leadership Development, CLAL, NYC, NY

Coordinated and oversaw the development and implementation of community related activities and programs in over 100 communities nationally.

- Developed systems and procedures for scheduling, logistics and program for over 2,000 programs and events annually.
- Assessed community goals and objectives and facilitate their achievement.
- Coordinated community activities with faculty.
- · Developed and implemented a nationwide marketing effort for CLAL programs.
- · Hired and supervised the program staff (professional and support).
- Monitored structure and systems for office operations.
- Developed and implemented systems and procedures for effective and efficient organizational operations.
- Oversaw systems for communication and scheduling

# 1989 - 1995 <u>Director of Acculturation Services</u>, New York Association for New Americans, Inc., NYC, NY Develop and administer department designed to acculturate and educate over 10,000 refugees per year who emigrate to New York and the United States.

- · Created and managed acculturation programs for American culture and Jewish life.
- Hired and supervised professional and support staff.
- Coordinated and interfaced with NY metropolitan community-based organizations.
- Supervised publication of bilingual acculturation materials.
- · Social Work Field Instructor
- Fundraised for Acculturation projects.
- Originated, organized and supervised volunteer programs.
- Provided resource assistance for community agencies.
- Developed and taught inservice courses for staff.

1986 - 1989 Project Director, Melton Research Center, NYC, NY

Administrator and program consultant for an innovative "think tank" on elementary and secondary education.

- Developed and ran continuing education workshops for principals and teachers.
- · Organized and implemented teacher retreats focused on professional and creative growth.
- Hired and supervised all staff and managed site negotiations and arrangements.
- · Supervised publication projects working with publishers, writers, and book designers.
- Fundraised

1983 - 1986 <u>Conference Coordinator</u>, Coalition for Alternatives in Jewish Education, NYC, NY Administered major annual Jewish education conference.

- · Provided training, resource development and networking for 2,000 Jewish educators.
- · Developed procedures for efficient conference management.
- · Directed the planning and implementation of CAJE regional conferences.
- Consulted on Jewish educational programming throughout North America.
- · Hired and supervised professional and nonprofessional staff.
- Fundraised.

## 1982 - 1983 Administrative Director of Israel Programs, Hadassah, NYC, NY

- Created and implemented outreach program to encourage young people to travel and study in Israel, resulting in 33% increase in participants.
- Developed new systems for interviewing and training counselors.
- Counseled parents in United States whose children were in Israel.
- Counseled adolescents.

1979 - 1981	Psychiatric Social Worker, Summit School, New York, NY	
TO IO	1 3 CHIME IC COCIAL IT OF REI, Duffilling Delivor, 110H 101K 111	

- 1977 1978 Social Work Intern/Field Placement, Veterans Administration Hospital, Montrose, NY
- 1974 1977 Co-Director of Youth Community Action Program, Five Towns Community Center, Lawrence, NY

#### EDUCATION/TRAINING

Institute for Not For Profit Management, Columbia University, 1994 Ackerman Institute for Family Therapy, 1984 - 1986. M.S.W., Wurzweiler School of Social Work, Yeshiva University, 1979 B.A., Hofstra University, 1974

## PROFESSIONAL AFFILIATIONS

American Orthopsychiatric Association
National Association of Social Workers (NASW)
Conference of Jewish Communal Service (CJCS)
Association of Jewish Community Organization Professionals (AJCOP)
Coalition for Advancement of Jewish Education (CAJE)
Jewish Family and Children's Professional Association (JFCPA)

## PUBLICATIONS/CONFERENCE PRESENTATIONS

What We Know About Jewish Education-chap. on New Americans NYANA National Symposium- presentation and proceedings 1989 Coordinate the Institutes on Integration and Acculturation, 1991, 1992

## VOLUNTEER ACTIVITIES/COMMUNAL LEADERSHIP

IIIA-Fadaration Professional Tank Fare Committee . . .

Solomon Schecter Day School, Scholarship Committee Member.
North Jersey Federation, Jewish Education Committee Member.
Sloan Kettering Cancer Hospital-Volunteer in Pediatrics Department.
Community-based support group to comfort mourners.
West Side Jewish Community School-Member, Board of Directors.
Bikur Cholim Coordinating Council.

## Curriculum vitae

### Personal data:

Name:

Elie Holzer

Address:

Rechov Mechalke Hamayim 1, Jerusalem

Tel:

02/666902

Data of birth:

Belgium

Country of birth: Marital status:

Married + 3

## Education:

1982-1985

Bachelors' Degree in Jewish Studies. Teacher's training

program Har-Etsion Yeshiva, Alon Shvut

1985-1988

Bachelor Degree in Psychology and Jewish Thought

Bar Ilan University, Ramat Gan

1988-1992

Masters Degree in Jewish Thought

Hebrew University, Jerusalem

1989-1995

Jewish Studies

Shalom Hartman Institute, Jerusalem

1991-1995

Attending seminars on Jewish Education Shalom Hartman Institute, Jerusalem

#### Current Studies:

1993-Present

Doctorate Thesis in Jewish Thought under the guidance of

Professor Avi Ravitsky, Hebrew University, Jerusalem

Since Sept. 1995

Fellow at The Jerusalem Fellows Institute

## Languages:

French:

Mother Tongue

Hebrew:

Mother Tongue level

Flemish (Dutch):

Mother Tongue level

English:

Excellent reading, good writing and speaking

German:

Excellent reading (especially Jewish philosophy research and

writings)

# Professional Experience:

1981-1982	Bnei Akiva youth movement. Brussels, Belgium Educational and organizational Coordinator
1984-1985	Etz-Haim Yeshiva, Montreux, Switzerland Teacher in Talmud and Bible studies
1986	Yavne Olami, movement, Jerusalem Weekly Lecturer in Jewish Thought
1988-1993	Hechal Eliyahu Hesder Yeshiva, Jerusalem Teacher in Talmud, Bible, and Jewish Thought
1989-1990	Shalom Hartman Institute, Jerusalem Conducting workshops on Jewish Philosophy for French- speakers
1989-1990	Hebrew University, Jerusalem Assistant Teacher to Professor Emil Fackenheim
1990-1991	Hebrew University Jerusalem Research Assistant to Professor Mendes-Flohr
Summer 1991	Bnei Akiva. France Guest lecturer attending an educational seminar gathering European youth
1991-1992	Hebrew University, Jerusalem Assistant Teacher to Professor Mendes-Flohr
1992-1995	Experimental Shalom Hartman Highschool, Jerusalem Teaching Talmud and active member of the educational staff in charge of the educational curriculum
1992-1995	Matan- Women's institute for Torah studies, lecturing on Jewish Philosophy
1993-1995	Yaakov Herzog Institute for advanced Jewish studies. Kibbutz Ein Tzurim. Lecturing and member of the educational steering comittee

# Scholarships and Awards:

Schoolterm 1989-1990	Scholarship offered by the Hebrew University
Schooliterm 1990-1991	Scholarship offered by the Hobrew University
Schoolterm 1991-1992	Research Scholarship offered by the Franz Rozenzweig Foundation
Schoolterm 1992-1993	Award of excellency granted by the Hebrew University
Schoolterm 1993-1994	Scholarship granted by the Marvin and Henri Hasenfeld Foundation
Schoolterm 1994-1995	Scholarship offered by the Hebrew University



# Dr. Sherry H. Blumberg

Dr. Sherry H. Blumberg is associate professor of Jewish education on the Rabbinic faculty of Hebrew Union College--Jewish Institute of Religion in New York City. She earned her M.A. and Ph.D. in Jewish Education from Hebrew Union College in Los Angeles where she wrote about God and religious experience. In addition to teaching at the college and serving on the Social Action Commission, Sherry serves as a teacher in the Bergen Academy of Reform Judaism (a community Hebrew High School in Northern New Jersey) and as a consultant in Jewish education.

Sherry's background as a teacher and as a director of religious education at several congregations in California spans 25 years. As a director of education in California she piloted primary family schools to help intermarried families learn along with their children. She is a published author of several mini-courses including *God the Eternal Challenge* (A.R.E.) and the recent Leader's Guide to *Renewing the Covenant* by Eugene Borowitz. She has authored chapters in books on Family Education, Teaching about God and Reform Judaism and Pluralism, and has several journal articles. She has been an active participant with the Women of Reform Judaism in their "Women's Torah Commentary project" and has written several modern midrashim for women. A recent publication was a "Haggadah for Healing" published by the National Center for Jewish Healing.

## Jane Shapiro

Jane Shapiro has been involved in Jewish Education for over twenty years. She is a graduate of Princeton University and has also studied at the Jewish Theological Seminary and Columbia University. She taught at the Hebrew Day School of Ann Arbor, Michigan and then as a Program Coordinator for Congregation Beth Israel in Ann Arbor. She has written books and articles on Family Education and a variety of topics. Since 1986, she has worked for the Florence Melton Adult Mini-School as a teacher and as the Assistant Director of the North American office of the School. In that capacity she travels to sites of the school to work with the sponsoring communities and faculty. She currently teaches in the Florence Melton Adult Mini-School for teachers and the Jewish Leadership Institute.

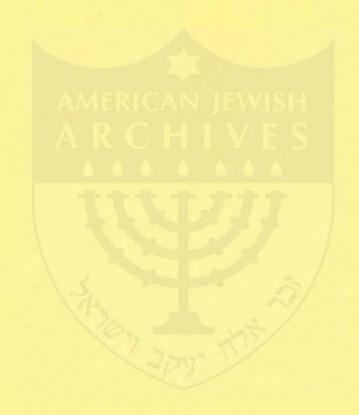
Jane is married to Dr. David Shapiro and is also the mother of four sons.

#### Jane West Walsh

Jane West Walsh has served the field of Jewish education for sixteen years in a variety of communal and congregational settings. She is currently a Lecturer at the Center for Jewish Education at the Cleveland College of Jewish Studies where she is teaching, coaching and mentoring students locally and in distance learning programs. She is also serving the Cleveland community as a Planning Associate at the Jewish Education Center of Cleveland where her work in planning is focused on a Task Force on Adolescence. In the coming year, she will be involved in the implementation of an exciting new Hebrew teacher development project entitled *Moreshet*.

Jane West Walsh received her MAJE from the Rhea Hirsch School of Education at HUC-JIR in Los Angeles, where she later served as adjunct instructor; she studied and taught at Baltimore Hebrew University and participated in the Senior Educators Program and the Summer Institute in Early Childhood Education at the Melton Center for Jewish Education in the Diaspora at Hebrew University. She is married to Rabbi Ariel Walsh.





# **LESTER POLLACK - BIOGRAPHY**

Lester Pollack is a Managing Director of Centre Partners Management LLC, Managing Director of Lazard Frères & Co. LLC; Senior Managing Director of Corporate Partners, L.P., and Chief Executive Officer of Centre Partners, L.P., investment partnerships affiliated with Lazard Frères & Co.

Before joining Lazard, Mr. Pollack was a General Partner of Odyssey Partners from 1982 to 1986. Prior to that he was Vice President of Oppenheimer & Co., Inc. and Vice-Chairman and Co-Chief Operating Officer of United Brands from 1979 to 1981 and previously he was Executive Vice President of Loews Corporation, which he first joined in 1965. He also was a partner in a law firm in Manhattan from 1957 to 1965.

Mr. Pollack serves on the Board of Directors of Firearms Training Systems, Inc., LaSalle Re Limited, Parlex Corporation, Sphere Drake Holdings Limited, SunAmerica Inc., and Tidewater, Inc.

Mr. Pollack also serves as the President and Chief Executive Officer of the Morocco-United States Council on Trade and Investment.

He is a member of the Board of Trustees of New York University (Vice Chairman of the Academic Affairs Committee), the Vice-Chairman of the Board and the Chairman of the Budget Committee of the New York University Law Center Foundation and a member the Economic Club of New York and Council on Foreign Relations. He is also a Member of the Subcouncil on Capital Allocation of the Competitiveness Policy Council.

Mr. Pollack is a past Chairman of Conference of Presidents of Major American Jewish Organizations and past President of the Jewish Community Centers Association of North America. He is also a Vice Chairman of the Anti-Defamation League. He was President of the Jewish Community Relations Council of New York and Chairman of the Board of Associated YM-YMHAs of Greater New York.

Mr. Pollack was born in New York on August 14, 1933. He received a B.S. Degree from Brooklyn College in 1955 and an LL.B. Degree from New York University School of Law in 1957.

Mr. Pollack received the honor of being appointed Commander of the Order of Ouissman Alawouite by His Majesty King Hassan II of Morocco. He has lectured at the New York University Law School, the Center for Study of Financial Institutions, the University of Pennsylvania and before the American Bar Association. He has also received the Vanderbilt Medal and the Alumni Achievement Award from New York University and the Scopus Award from The American Friends of Hebrew University. (Mr. Pollack also co-authored "Collecting Claims and Enforcing Judgements" for the Practicing Law Institute.)

He is married to the former Geri Ruskin and has two married children, Bruce Pollack (wife Susan) and Wendy Isaacs (husband Carl) and four grandchildren.

## Karen Barth

## **EDUCATION**

1977 BA Economics, Brandeis University, Summa Cum Laude

1986 MBA with distinction, The Harvard Business School

## BUSINESS EXPERIENCE

1996-Present CIJE, Senior Consultant

1986-1996 Mckinsey & Company, Management Consultant specializing in working

with large corporations on Change Management and Innovation

1977-1986 President, Gemini Corp. a \$22 million manufacture of children's clothes.

## PRO BONO EXPERIENCE

1994-1995 Consultant to New York UJA/Federation Continuity Commission.

1994-Present Director of the New York UJA/Fredration Strategic Planning Program for

Synagogues

1994-Present Consultant to Congregation B'nai Jeshurun

1994-Present Consultant to The Academy for Jewish Religion

1990-Present Member of the Board of Directors, New York Cares

1990-1991 Consultant to the Robinhood Foundation

1990-1995 Member of Pro Bono Committee at McKinsey & Company

## **PUBLICATIONS**

1987 "Private Labels are back in Fashion," The Harvard Business Review

1996 Global Retailing: "Tempting Trouble?" The Mckinsey Quarterly

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# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION STEERING COMMITTEE

#### **AGENDA**

Thursday, August, 1997 9:30 am - 4:00 pm New York

		<u>Tab</u>	Assignment
I.	Welcome and Introductions	4	MLM
II.	Master Schedule Control	ViISH	MLM
III.	Minutes	2	KJ
IV.	1998 Workplan		KAB
V.	Costs of Jewish Education		KAB
VI.	TEI Update	4a	GZD
VII.	Retrospective: Looking Back, Looking Forward		MLM/ADH
VII.	Lehayim	4b	MLM

Preliminary Draft Not for distribution

# ROUGH ESTIMATES OF THE COST OF JEWISH EDUCATION IN AMERICA

CIJE

Steering Committee August 7, 1997

#### **OBJECTIVES:**

AMERICAN IEWISH

- 1 To develop a rough estimate of total and per capita spending on Jewish education in North America
- 2 To understand roughly how total and per capita spending breaks down according to type of institution
- 3 To assess whether further, more rigorous research in this area would be worthwhile

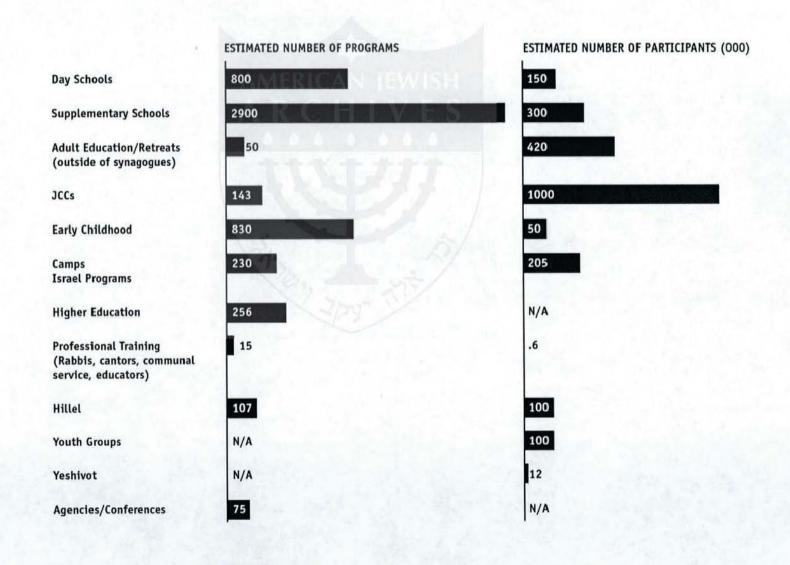
#### CAVEATS REGARDING DATA

- Some of the estimates are very rough and could be off significantly
- Data from the ultra-orthodox community is not included in any systematic way
- Not all numbers are for the most recent year
- Not all numbers include spending in Canada

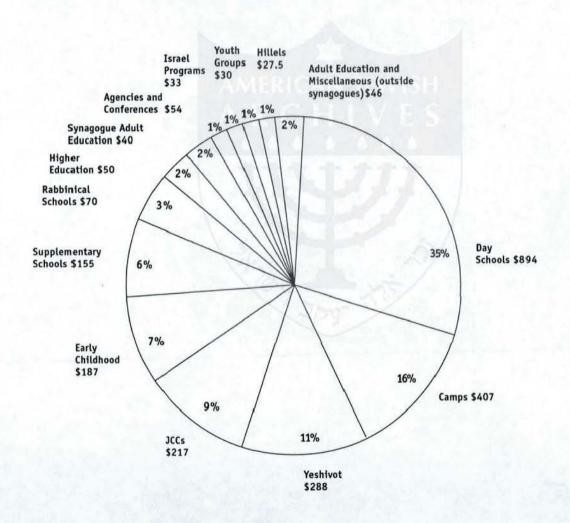
## DATA SOURCES

TYPE OF PROGRAM	SOURCES	QUALITY OF DATA
Day Schools	JESNA, A Time To Act	Good
Supplementary schools	Survey of synagogues; Federation of Reconstructionist Synagogues	Very rough
Adult education	CIJE estimates	Very rough
JCCs	JCCA	Excellent—Difficult to determine percent spent on Jewish education
Early childhood programs	JCCA; survey of early childhood programs	Excellent data on early childhood in JCCs—very rough for other programs
Camps	JCCA	Good
Youth programs	ввуо	Very rough
Higher education	Association of Jewish Studies	Fair
Hillel	National Hillel for cost; estimates for participation from A Time To Act	Excellent data on costs; rough data on participation
Israel programs	Bronfman Foundation	Excellent
Yeshivot	Alvin Schiff	Good
Agencies/conferences	CIJE estimates	Fair
Allocation issues	Interviews with camp directors, synagogue directors, JCCA personnel, BJE directors	N/A
Data on education in U.S.	Statistical Abstract of the U.S. 1996	Excellent

#### ESTIMATED NUMBER OF PROGRAMS AND PARTICIPANTS



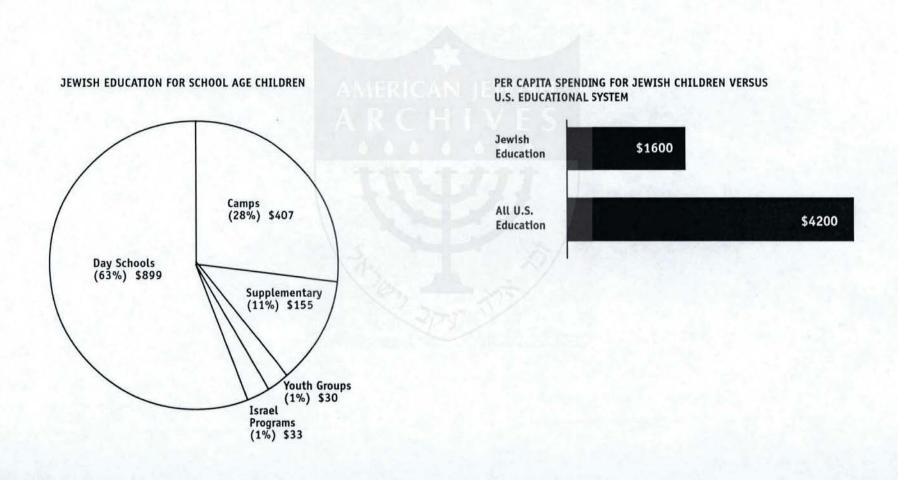
# ESTIMATED SPENDING ON JEWISH EDUCATION IN NORTH AMERICA—COMMUNAL AND INDIVIDUAL—1996 (\$Mil)



Per Capita Spending= \$400 per North America Jew

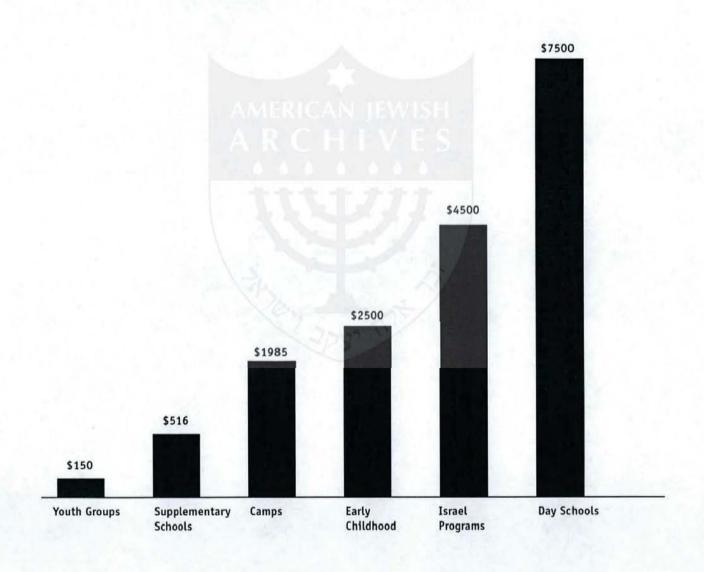
Total=\$2.5 Billion

#### SPENDING FOR SCHOOL AGE CHILDREN VERSUS AVERAGE FOR U.S.

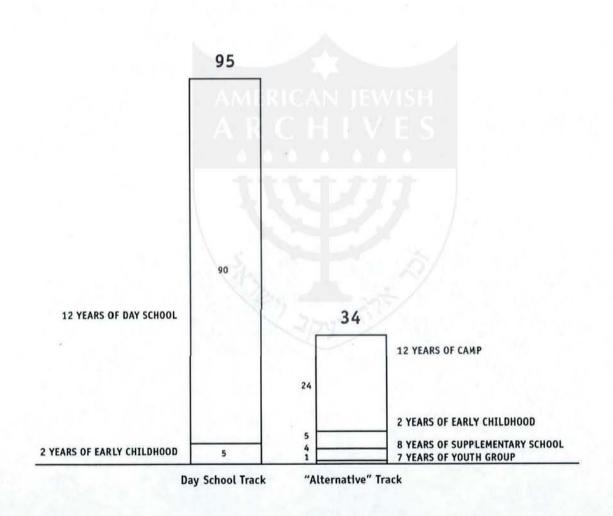


Total= \$1.5 Billion
Estimated 900,000 Children

### PER CAPITA SPENDING BY TYPE OF INSTITUTION



# DAY SCHOOL COSTS VERSUS "ALTERNATIVE TRACK" (\$000)



#### ISSUES FOR DISCUSSION AND FURTHER RESEARCH

- Is the level of resources overall sufficient to provide quality education to affiliated Jews and outreach to the unaffiliated?
- Do synagogues have sufficient resources to become excellent centers of education?
- Should we invest more day schools, or in improving the "alternative track", or both?
- Are we spending enough on youth and college age?
- Given the high level of spending on camps, early childhood and JCCs, are we getting enough real Jewish education?
- Are we getting our money's worth from agencies and conferences?

McKinsey & Company, Inc.

AMERICAN JEWISH ARCHIVES

Preparatory reading:

OUR FIRMS MISSION AND GUIDING PRINCIPLES

## **PREFACE**

This booklet contains preparatory reading for your training session on McKinsey's guiding principles. You will read about the principles that have shaped the character of the Firm since its founding in 1939.

Learning what the guiding principles are and how to live by them is a critical part of getting to know your new Firm and preparing for your career with McKinsey. The success of the Firm and its members is rooted in these principles. They give strength and cohesiveness to a large and diverse organization, they establish clear standards for individual and collective behavior, and they ensure permanence and continuity. Generations of successful McKinsey professionals have lived according to the guiding principles, and their experience is testimony to the value of such a "code."

Please read this material carefully. Think about each principle, develop questions, and come to your training sessions prepared to discuss the principles and test them in case situations. You should also discuss the principles and your reaction to them with other associates and with management group members. Finally, it is important to examine your personal commitment to following the principles and consider how making them your own can lead to a successful McKinsey career.

The Firm's dual mission is "to help our clients make positive, lasting, and substantial improvements in their performance and to build a great Firm that is able to attract, develop, excite, and retain exceptional people."

The first part of the statement establishes the primacy of our dedication to client service. This commitment has never been more relevant. While there have been times when mediocre companies could succeed because of favorable economic conditions, today even the very best organizations have enormous need for competent assistance.

The second part of the statement, which was formally added to the mission statement in 1984, reflects a commitment that has been in place since McKinsey was founded. It is obvious that an average or even a good organization cannot deliver the level of service necessary to make major improvements in client performance. In addition, there is tremendous appeal and psychic reward in building and belonging to a great institution; and it is far easier to recruit, motivate, and even inspire people if we are a great firm than if we are anything less.

## **GUIDING PRINCIPLES**

The Firm's guiding principles are listed on the facing page.

The principles grouped under "Serving clients" help us achieve the first part of our mission — to make positive, lasting, and substantial improvements in our clients' performance.

The next two sets of principles reinforce our client focus and help us achieve the second part of our mission — to build a great Firm that is able to attract, develop, excite, and retain exceptional people. The principles organized under "Building the Firm" indicate how we should manage our collective behavior, and the "Professional Staff" principles are guidelines for managing ourselves as individuals.

In the remainder of this guide, we discuss each of the principles in detail.

#### SERVING CLIENTS

Adhere to professional standards
Follow the top management approach
Assist the client in implementation and capability building
Perform consulting in a cost-effective manner

BUILDING

Operate as one Firm

THE

Maintain a meritocracy

FIRM

Show a genuine concern for our people

Foster an open and nonhierarchical working atmosphere

Manage the Firm's resources responsibly

BEING A MEMBER

OF THE

**PROFESSIONAL** 

STAFF

Demonstrate commitment to client service

Strive continuously for superior quality

Advance the state of the art of management

Contribute to a spirit of partnership through teamwork and collaboration

Profit from the freedom and assume the responsibility

associated with self-governance Uphold the obligation to dissent

#### SERVING CLIENTS

Four guiding principles govern Firm behavior toward clients – adhere to professional standards, follow the top management approach, assist the client in implementation and capability building, and perform consulting in a cost-effective manner.

#### Adhere to professional standards

As a professional service firm, we adhere to the following five standards:

- Put the client's interests ahead of the Firm's interests. Our foremost commitment is to client service. Over the long term, the Firm can prosper only if we provide services of genuine value.
- Observe high ethical standards in everything we do.
  Professionalism requires impeccable behavior. It also
  means that we always serve clients with integrity and trustworthiness. We are truthful at all times, and we avoid any
  form of deception.
- Preserve the confidences of clients and of client personnel.
   Mutual trust is the foundation of long-term client relationships, and we maintain the confidences of clients and of individuals within the client organization.

4. Maintain an independent position. We offer distinctive value to clients through our ability to be independent and objective. As consultants brought in from the outside, we do not withhold unwelcome facts, conclusions, or recommendations in order to preserve a relationship or protect personal positions. In this way, we provide what the chief executive often cannot obtain from those within the organization – independent advice.

To that end, we must be rigorously independent – ready to differ with our clients and to tell them the truth as we see it. We take positions that we believe are in the company's best interest, regardless of their popularity with senior executives and even when they may adversely affect Firm income or endanger continuance of the relationship.

5. Serve the client competently. We undertake only engagements that the Firm is competent to perform and that provide full value for the client. In all aspects of an engagement and in our overall relations with a client, our standard is to serve in a superior manner (i.e., better than the situation calls for and better than client managers typically expect).

Rigorous adherence to these professional standards assures our clients that their interest is our foremost priority. They know that we will be truthful about the strengths and limitations of their organization and that we will spare no effort to help it succeed. We build our own clientele by developing trust-based relationships that enhance and strengthen the reputation of the Firm, and our commitment to professionalism is a critical part of this process.

#### Follow the top management approach

In carrying out client engagements, we follow the top management approach:

1. Focus on issues of concern to top management. We have always believed that the Firm best serves its clients by working

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on issues that are of genuine concern to top management. Therefore, we seek assignments where the resolution of the issue will make a substantial improvement in the overall performance of the company or one of its major business units.

- 2. Tailor our approach to the demands of each engagement. To ensure that each client receives the full benefit of our knowledge and experience, we bring to bear the expertise suited to the particular demands of each engagement we undertake. We make sure that the problems presented by the client are correctly defined—are indeed the real problems—and that our study arrangements are adequate in scope to solve them.
- 3. Take an integrative approach to problem solving. We approach assignments, solve problems, and develop recommendations from the integrative perspective of the chief executive, who makes decisions and trade-offs among various functions, divisions, and operations within the organization. The integrative approach also seeks to ensure the best use of available resources to maximize profitability and to reach the organization's goals.

As the size and complexities of businesses increase and as companies expand international operations, an integrated perspective becomes more important to our clients and more difficult for them to achieve on their own. Our commitment to using the integrative approach distinguishes us from specialist firms (which typically bring a narrow, more functional viewpoint to a problem) and enables us to deliver greater value to our clients.

4. Involve top management. To ensure that the client receives the greatest benefit, we work with people who have the authority and the integrated perspective needed to help develop and then accept and implement our recommendations. To this end, we actively involve top management in all aspects of the assignment – from making arrangements for a study all the way through to the implementation of our recommendations.

The top management approach does not mean that we function in management's stead. Our goal is to help our clients improve

9

their performance by gaining their trust and serving as independent and objective advisors, not by becoming a substitute for their own managers.

# Assist the client in implementation and capability building

One of the most important contributions we make to clients is helping them build the strength and capability to solve problems for themselves. We assist them both in implementing our recommendations and in developing the capabilities needed to do so.

In our long-term relationship, we also endeavor to make our clients self-sufficient by helping them acquire those skills that should be found internally rather than sought from external advisors.

#### Perform consulting in a costeffective manner

We provide our services to clients in the most cost-effective manner possible. All members of the Firm, including our new associates, share responsibility for the efficient and productive use of client resources.

In two of our other guiding principles — "adhere to professional standards" and "strive continuously for superior quality" — we stress that our work should always be of superior quality. We temper this emphasis on quality with a concern for client resources, which is also important in the development of trust-based relationships. Therefore, in all of our plans and decisions, we consider cost and time as well as quality and impact.

To reinforce adherence to this principle without sacrificing quality, the Firm encourages approaches that save time and resources. Among them are using computers to compile and process large amounts of data and making more extensive use of client teams or our own professional support staff to leverage our consulting resources. Cost-effective consulting also means knowing when to enter an implementation mode instead of prolonging fact-finding and diagnosis, and it means shaping and preparing client communications with cost as well as impact in mind.



### **BUILDING THE FIRM**

These next five principles explain how we manage the Firm. We operate as one Firm, manage the Firm's resources responsibly, maintain a meritocracy, show a genuine concern for our people, and foster an open and nonhierarchical working atmosphere.

#### Operate as one Firm

We look upon ourselves as "one Firm" – a truly cohesive institution, not a federation of offices or a collection of individuals. In our attitudes and our actions, we place the interests of the Firm ahead of those of individual offices. We treat all of our staff as Firm members, not office members.

The one-Firm concept means that throughout the world we share a common mission, adhere to the same set of guiding principles, pursue the same strategy, and follow the same policies. For example, as one Firm, we have a policy that requires a centrally managed process for electing new shareholders. This election process is based on a common standard of quality and on a single set of uniform, worldwide criteria for judging these new shareholders.

One Firm also means that we have a single balance sheet and a single operating statement from which all compensation and

profit sharing are paid. Finally, one Firm means one official language — English — for activity within the Firm.

To maintain the one-Firm concept as we grow, we follow a strategy of expanding organically. We send a cadre of experienced leaders to a new location instead of acquiring another firm or employing an outside consultant to head a new office. Growth in this fashion allows us to avoid mergers and affiliations with other firms that have different guiding principles. Growth in this fashion also means that we must have people who, as members of one Firm, are willing to transfer to other offices and to open new locations.

The one-Firm principle has created a strong institutional bond within the Firm. It promotes adherence to Firm guiding principles. It minimizes personal and interoffice rivalries and facilitates office transfers. And it increases the motivation, professional satisfaction, and personal enjoyment of our members.

Finally, in today's interdependent world, operating as one Firm gives us a unique, competitive advantage. It has enabled us to grow successfully in size, diversity, and location and to develop as a national and international institution with effectiveness and speed. It allows us to assemble teams of highly qualified professionals from all parts of the world to bring our cumulative knowhow and experience to bear on client problems. As a result, we can offer special value to companies that have widespread operations throughout the world.

#### Maintain a meritocracy

To create a Firm that can attract and motivate the highest caliber of individuals, we maintain a meritocracy. Three major policies serve this principle:

1. Reward based upon performance. In a talent-driven firm such as ours, the ultimate test of one's talent is superior professional performance. Naturally, the first standards by which we

measure performance are client service and the ability to develop a client following. We also recognize superior performance in those who prove themselves outstanding Firm leaders and in those who enhance our reputation by increasing the intellectual capital of the Firm.

We believe that what is right is far more important than who is right. Accordingly, we judge consultants on the basis of performance, and we reward superior performers with increased compensation and advancement.

- 2. Advancement from within. To maintain a high-quality consulting staff made up of high-caliber, highly talented individuals, in most cases we advance our consultants from within: from associate to principal and from principal to director. In exceptional instances, an individual may be brought into the Firm as a principal or director. This occurs when a person has made extraordinary contributions to the business community and brings considerable talent in areas needed by our clients that we cannot develop as effectively from within.
- 3. An "up-or-out" progression. An associate who is not advanced to principal within about 7 years is asked to leave the Firm. Similar "up-or-out" policies apply to principals not advanced to director. We find that this "up-or-out" policy separates from our group of highly talented and highly motivated consultants those whose interests and capabilities are better suited to other pursuits. This policy also motivates the high-performance individual whom we prize and helps us attract, develop, and retain a consulting staff of the highest quality.

#### Show a genuine concern for our people

As we strive to deliver work of superior quality, we also have an obligation to show concern for our people as human beings and not simply view them as resources with which to serve clients. High performance is certainly our priority, but we must also

take responsibility to strengthen the morale and raise the selfesteem of each member of the Firm.

We strive to create an environment of mutual respect and individual dignity through caring leadership and fairness in decision making. To foster a sense of humanity in the Firm, our leaders must set an example. They do this by treating associates as peers and by helping them learn, develop, and grow in capability and self-confidence through on-the-job training and mentoring. Such "caring" leadership is one of the most important professional responsibilities of the Firm's leaders.

We also show concern for our people through fairness in decision making. Decisions are made in an impartial, balanced, and considerate fashion; and they are based on facts — what is right, not who is right, is what matters. In reaching judgments, partners must separate the currying of favor from the facts of performance. Consistent with our commitment to maintaining a meritocracy, associates should feel that their performance speaks for itself, that it is the test by which they are evaluated.

Our concern for our people is also reflected in our commitment to their training. To equip Firm members with the capabilities necessary to provide superior client service, we provide formal training for each stage of professional development. All members of the Firm serve as "members of the faculty" in this training. Our leaders assist in the professional development of our associates by reinforcing the formal training they receive and by providing constructive on-the-job criticism and evaluation.

# Foster an open and nonhierarchical working atmosphere

Because the success of our work depends on questioning minds and freely expressed opinions, a nonhierarchical and open working atmosphere is the most appropriate environment for our Firm. Therefore, we minimize hierarchy to stimulate the open exchange of ideas and to foster an atmosphere that encourages dissent. We look upon all members of the Firm as peers.

Although we assume roles in engagement teams to divide responsibility in order to work most effectively, our regard for the individual is based not on title but on competence and leadership.

A nonhierarchical working environment creates an atmosphere that is compatible with our emphasis on performance. An environment based on openness and honesty leads to trust and respect among colleagues. Trust and respect, in turn, are essential ingredients in a partnership that offers superior client service.

### Manage the Firm's resources responsibly

Each of us must be committed to managing our human and financial resources in a responsible manner. That means that whenever we are faced with a proposal that entails the expenditure of the Firm's time, money, or energy, we should weigh the decision as if our own personal resources were at stake.

As with our commitment to perform consulting in a costeffective manner to conserve client resources, this principle obliges us to assess our objectives carefully before we use Firm resources.

# BEING A MEMBER OF THE PROFESSIONAL STAFF

#### AMERICAN IEWISH

This final set of principles establishes six guidelines for individual behavior: demonstrate a commitment to client service, strive continuously for superior quality, advance the state of the art of management, contribute to a spirit of partnership through teamwork and collaboration, profit from the freedom and assume the responsibility associated with self-governance, and uphold the obligation to dissent.

#### Demonstrate commitment to client service

Because our primary mission is to help our clients improve their performance, consultants who join the Firm dedicate themselves to client service. This is a key ingredient of success at McKinsey.

To demonstrate this commitment, the consultant exercises continuing initiative to improve the client's performance. Furthermore, as our professional standards stipulate, it should be second nature for the consultant to always act in the client's best interest.

While we expect our consultants to be dedicated to client service, we also look to some of our consultants to provide the Firm's leadership. Because we have found that only experienced and respected professionals can provide the example necessary for leadership, our leaders are generally principals and directors who have served clients in an outstanding fashion. To ensure that these Firm members are not diverted from the client service commitment, we periodically rotate those in positions of management back to full-time consulting responsibilities.

#### Strive continuously for superior quality

McKinsey & Company is the standard bearer of quality in top management consulting. To maintain this position, we strive continuously for superior quality in our work.

The achievement of superior quality requires a particular attitude toward performance. This attitude, which is defined in part by our professional standard to serve the client competently, can be characterized as an unflagging drive to adhere to the highest standards of performance in all aspects of an engagement — to produce work that is more than the situation calls for and better than the client expects. Such a commitment to quality requires a self-imposed and ever-present challenge to push ourselves as hard as we can and to deliver better and better work. It means never stopping at the first solution and never settling for second best.

As we strive for superior quality, we realize that our performance may never quite meet our own high standards. However, the self-imposed objective to constantly improve our performance helps ensure the superior quality of our work.

We are committed to quality in all aspects of our work. We seek assignments where solving the problem will make a real difference to the client. We make arrangements that allow us to bring the right depth and breadth of our capability to bear on solving the problem. We make a practice of working directly with executives who can act on our recommendations. We assemble teams with relevant functional and industry competence. We are com-

mitted to thorough and imaginative fact-gathering, creative development of solutions, persistence in building consensus among client managers, and superior communication in presenting and discussing our recommendations.

To help individuals develop the capabilities needed to deliver work of superior quality, we require our consultants to develop a particular area of expertise. No one can be expected to build in-depth expertise in every aspect of business. Therefore, after an individual has been with the Firm long enough to choose an area of personal interest, he or she selects a field of problem solving, by industry or by function, in which to concentrate. He or she typically then devotes most of his or her consulting time to that field.

#### Advance the state of the art of management

It is the responsibility of each consultant to advance the state of the art of management.

As an international leader in top management consulting, the Firm has a body of client experience that affords us a wealth of learning opportunities. This experience, in turn, enables us to continually build our competence and expand the intellectual capital of the Firm.

Because the ability to serve clients in a superior manner requires the most advanced body of knowledge about the practice of management, our consultants apply their intellectual and creative abilities to furthering our collective knowledge of management and share what they learn with others in the Firm.

A by-product of our increased intellectual capital is the opportunity to enhance the Firm's reputation. We can do this by communicating our advances in management know-how through activities such as writing articles or books, giving speeches, participating in professional meetings, and helping executives. Because the Firm does not advertise its services, such activities are an important means for bringing the Firm and its services to the attention of potential client executives.

# Contribute to a spirit of partnership through teamwork and collaboration

To foster a spirit of partnership, each member of the Firm takes a one-for-all, all-for-one attitude. This attitude leads to a true partnership, which in turn creates a very rewarding atmosphere in which to work and fosters rich and enduring personal relationships.

Teamwork and collaboration are an important part of this spirit. Since management consulting requires a high degree of intellectual give-and-take, teamwork and collaboration, combined with a sense of individual responsibility, can greatly facilitate our ability to work toward mutual goals. The team approach enables us to exchange ideas, challenge each other's facts and conclusions, and cross-check judgments. The give-and-take of criticism and suggestion reveals multiple points of view and alternative perspectives. It forces us to develop a questioning approach, improves individual performance, and helps us deliver unbiased work. We value this quality so highly that evidence of collaboration and teamwork is used as a specific measure of performance in determining compensation and advancement.

# Profit from the freedom and assume the responsibility associated with self-governance

Self-governance, which is one of the cornerstones upon which the Firm was founded, is a tradition in which we take great pride. Self-governance grows from the fact that the Firm is selfowned. We restrict ownership of shares to individuals who are active in the Firm. With no responsibility to outside shareholders, the Firm is better able to take the long view in decision making, to shape its own destiny, and to protect its future.

Just as the Firm is thus able to shape its own destiny, each of our members is granted a large measure of freedom to do the same. For example, we can choose to concentrate in an area that inter-

ests us and to influence the kinds of studies on which we work. In general, we can each realize our full potential. This freedom is a source of enormous entrepreneurial and professional energy to the Firm, and it contributes to a working atmosphere that motivates the highest caliber of individuals.

In addition to freedom, self-governance also implies responsibility. The Firm provides training, guidance, and leadership to its members, but we expect our consultants to capitalize on their freedom and to be highly entrepreneurial and largely self-governing. Each consultant is charged with enormous responsibility for taking personal initiative in his or her work — to assume an active role in defining and pursuing plans of action rather than waiting to be told exactly how to proceed. This means that our consultants must meet high, self-imposed standards of responsibility in serving clients, in meeting Firm obligations, and in attending to their own professional development.

#### Uphold the obligation to dissent

Every member of the Firm has a responsibility to question anything that he or she feels is either not sound or not in the client's or the Firm's best interest. When each member upholds the responsibility to dissent, an atmosphere of openness and respect among colleagues is created and the Firm becomes a more challenging and effective place in which to work. Most important, this principle helps ensure that our client service meets the highest standards.

Important in and of themselves, questioning minds and freely expressed opinions are also critical to maintaining a meritocracy, fostering a nonhierarchical and open working atmosphere, contributing to a spirit of partnership through teamwork and collaboration, and adhering to the professional standard of maintaining an independent position.

#### **SUMMARY**

Real-life situations in your work at McKinsey will present tangible opportunities to act on these principles. You may sometimes find that a great deal of conflict can occur between precept and action. If you have concerns, you should discuss them with a principal or director. It would also be wise to come back to this material from time to time and evaluate your own performance in adhering to the guiding principles.

This reading provides the foundation for your training session on McKinsey's history and guiding principles. Please bring the booklet to the session; it will be a useful reference.

#### PRELIMINARY "BIENNIAL" TIME LINE

	Oct 1997	Jan 1998	April 1998	July 1998	Oct 1998	Jan 1999	Mar 1999
Contact key planning partners	X						
Announce	X						
Form Planning Committee		<b></b>					
Hold Planning Meeting		x	AMIXRICA	NJEWISH	x	x	
Meet with Communities			AKCI	I V E S			
Select Site		-	→ T T T				
Announce Location			x				
Send out hold- the-date notices			X				
Develop Program	-		- 25	7 105			
Invite Presenters					<b>&gt;</b>		
Send Invitations					x		
Hold Conference							X

## CIJE WORKPLAN



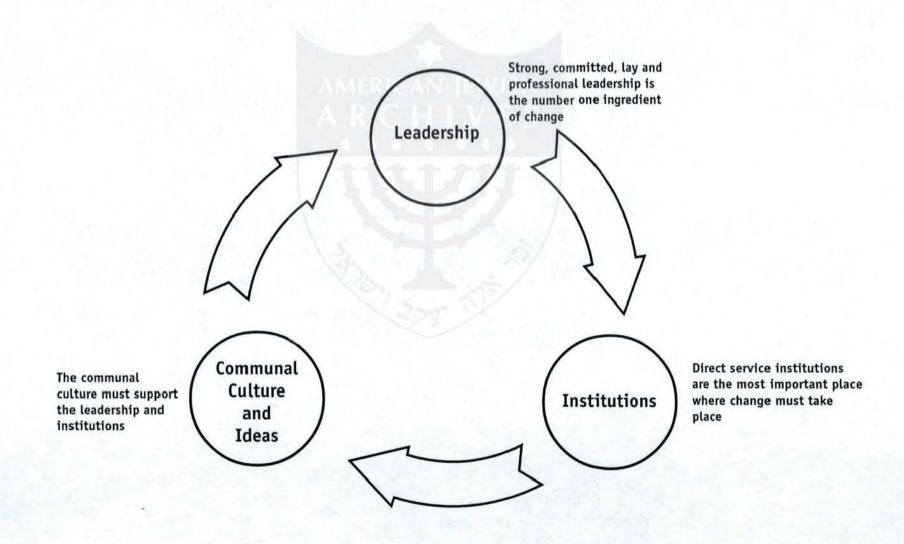
**Steering Committee** 

August 7, 1997

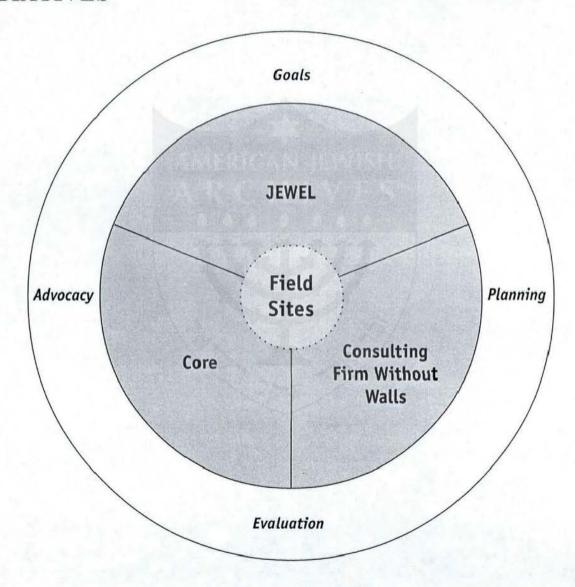
## WORKPLAN SCHEDULE

	June	July	August	September	October
Complete strategic plan	X A	MERICAN	V TEWISE		
Staff retreat		X	X		
First Steering Committee meeting on workplan			X		
Individual meetings with Steering Committee members				xx	
Workplan revisions and budgeting				xx	
Final budget proposal discussed at Steering Committee					X

#### CIJE CHANGE PHILOSOPHY: A SYSTEMS MODEL



### STRATEGIC INITIATIVES



#### SELECTING INSTITUTIONAL PRIORITIES FOR FIRST 3 YEARS

2.07.01.0		EASE			NEED			TOTALS		
	Builds on CIJE Expertise	Availability of Partner	Models/Ideas more developed	Importance or potential in building identity	Currently poor quality	Large numbers of people involved	EASE	NEED	TOTAL	
Day Schools	4	5	4	5	3	2	13	10	23	
Synagogues	5	3	2	4	5	5	10	14	24	
JCCs	3	5	3	4	4	4	11	12	23	
Early Childhood	4	5	2	4 1ERICAN	5 IEW/(SH	5	11	14	25	
Youth	3	5	2	5 _	5 5	3	10	13	23	
Camps	3	2	5	5	4	2	10	11	21	
Adult Educ. (<20)	1	1	3	4	5	2	5	12	17	
Adult Educ. (35-65)	1	1	4	4	3	5	6	12	18	
Seniors	1	1	1 \	1	5	1	3	7	10	
Retreats	3	3	3	3	3	1	9	7	16	
University	1	1	4	5	2	5	6	12	18	
Internet	1	3	2	3	3	1	7	7	14	

# STRATEGIC "GAME BOARD"

	CORE	CFWW	JEWEL	FIELD SITES
INSTITUTIONS		A MERICAN IE	WISH	
LEADERSHIP		ARCHI	V-E S	
POWERFUL IDEAS			7 /	
INFRASTRUCTURE		To, I	÷ 2	

# 3-YEAR OBJECTIVES/STRATEGIC OVERVIEW

14 Strategic Themes	3-Year Objective
INSTITUTIONS	
• Synagogues	Develop a vision of a model synagogue that is a flourishing center of Jewish learning for children and adults help six to eight synagogues to move toward that vision
Early childhood	Develop a vision of a model early childhood program; help two to three early childhood programs to move toward that vision
Youth program	Help Brandeis to develop and begin to implement a strategy for creating vibrant programs for Jewish adolescents
Day schools	Help PEJE to develop a strategy for creating quality day schools
• JCCs	Help JCCA to develop a strategy for supporting quality Jewish education at JCCs
LEADERSHIP	Create a comprehensive plan for a leadership development system for Jewish education and begin to pilot parts of the program
POWERFUL IDEAS	TINI//
<ul> <li>Leading indicators</li> </ul>	Create and pilot a methodology for evaluating progress in efforts to revitalize Jewish life through education
<ul> <li>Research capacity for Jewish education</li> </ul>	Develop and disseminate a point-of-view on what needs to be done to build research capacity for Jewish education
<ul> <li>Change in institutions</li> </ul>	Push forward our understanding of how institutions change as a basis for all of our change work
Pluralism in education	Develop a rich set of ideas on education in pluralistic settings to undergird all of our work
INFRASTRUCTURE	
• Capacity	Develop CFWW consulting capacity to 25-30 active consultants
• Evaluation	Build evaluation into every project we do
<ul> <li>CIJE Board and lay leader development</li> </ul>	Create an active, engaged Board of 15-18 and a Chairman's Council of 25-30
Communication/codification	Build a system to codify our work and make our learning easily accessible to people outside CIJE

### 3-YEAR WORKPLAN FOR INSTITUTIONS

	CORE	CFWW	JEWEL	FIELD SITES
Early childhood	Early childhood white paper	AMERICANIU	Early childhood leadership training	Early childhood pilot
Synagogues	Synagogue research and think tank  Synagogue policy brief	Consulting to rabbinic programs	Conference on rabbinic education  Conference on training educators  Lay/professional synagogue leadership training	Synagogue pilot
Youth programs		Consulting to Brandeis	200	
Day schools		Consulting to PEJE		
JCCs		Consulting to JCCA		

### 3-YEAR WORKPLAN FOR LEADERSHIP

	CORE	CFWW	JEWEL	FIELD SITES
Lay	Leadership research and think tank	AMERICAN JI	Biennial communal lay leader pilot  Funders network	
	Leadership research and think	Consulting to professional	Recruiting conference	
	tank	development programs	Community day high school leaders	
			Jewel pilot for senior leaders	
		1.	Senior planning pilot	

### 3-YEAR WORKPLAN FOR POWERFUL IDEAS

	CORE	CFWW	JEWEL	Field Sites
Leading indicators	Development of leading indicator methodology	MERICAN JEV	VISI-	Leading indicators pilot
Research capacity for Jewish education	Paper on building research capacity for Jewish education	TITTE		
Change in institutions	Institutional change study group			
Pluralism	Pluralism think tank	(b), A	£/	

### 3-YEAR WORKPLAN FOR INFRASTRUCTURE

	CORE	CFWW	JEWEL	Field Sites
Capacity	A)	CFWW recruiting and management	Staff development Professor's group CFWW training	
Planning		ttt1///	Jewel planning	
Evaluation	Evaluation/feedback for all CIJE projects	XEZ		
Lay leadership development	Board Chairman's Council	100 TO 10		
Communication/ codification	Web site Library Current activities Newsletter			

# 1-YEAR WORKPLAN

		CORE	CFWW	JEWEL	Field Sites
INSTITUTIONS	Synagogues	Synagogue research and think tank	Consulting to rabbinic programs	Conference on rabbinic education	
	Early childhood	Early childhood white paper			
	Youth Programs		Consulting to Brandeis		
	Day Schools	AMERICAN	Consulting to PEJE		
	JCCs	ARCH	Consulting to JCCA		
LEADERSHIP	Lay	Leadership research and think tank	711	Lay leader pilot Funders network	
	Professional	Leadership research and think tank  Building the profession research and think tank	Consulting to professional development programs  TEI consulting follow-up	Recruiting conference Senior planning project Community day high schools	
IDEAS	Leading Indicators	Leading indicators methodology			
	Research	Research capacity paper			
	Institutional change	Institutional change study group  Cases  1-5 Essay			

### 1-YEAR WORKPLAN CONTINUED

LUNCHEON SEMINAR	Pluralism	Pluralism think tank			* · · · · ·
	Dissemination	Lunch seminar	JEWISH		
INFRASTRUCTURE	Capacity	A R C I	CFWW start-up	Professors Staff development	
	Planning	. 133	CFWW planning	Jewel planning	
	Evaluation	Evaluation/feedback for all projects  Scan Committee	- A - A		
	Lay leadership development	Board Chairman's Council			
	Communication	External Internal			

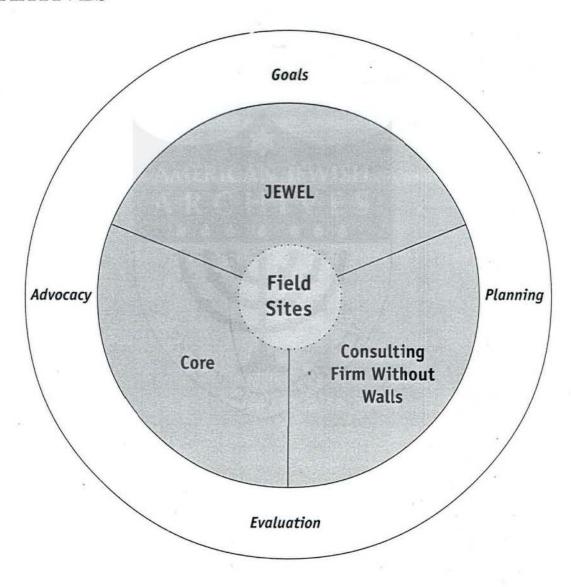
# CIJE WORKPLAN



**Steering Committee** 

August 7, 1997

#### STRATEGIC INITIATIVES



Moved to field sites Goals pilots Refocused to institutional change study group Goals group In - refocused to cases Goals publications Refocused to community day high schools Institution - building leaders group Being reviewed **External communication** (current activities, annual report) Being refocused to highlight our work or closely relate to **Essay series** our work Research for policy Being refocused on leadership and change Will focus on "fleshing out" plans for individual Strategic planning initiatives Database Being expanded will depend on results of "market research" Will be a paper in 1998

**Build research capacity** 

#### WHAT IS IN; WHAT IS OUT

TEI

Focused on synagogue change

Harvard principal

**Professors** 

Community consuttations

**JEWEL** 

Early childhood

Institutional consultations

Policy briefs

Luncheon seminar

**Best practice** 

Out

In

Only in areas of professional development and evaluation

In

In

Only in areas of professional development and leadership development

In

Focused on highlighting our work

On hold

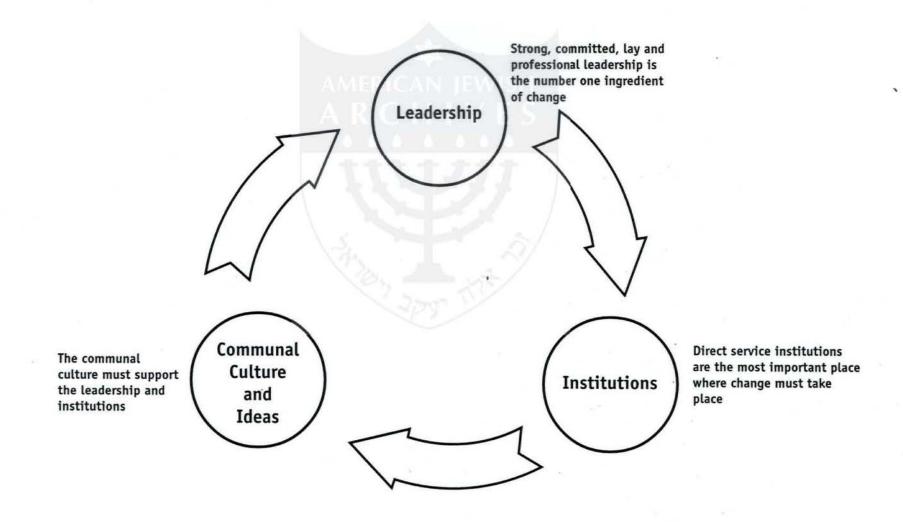
# 1-YEAR WORKPLAN CONTINUED

LUNCHEON SEMINAR	Pluralism	Pluralism think tank		4	
	Dissemination	Lunch seminar	IEWISH		
INFRASTRUCTURE	Capacity	ARCH	CFWW start-up	Professors Staff development	
	Planning	111	CFWW planning	Jewel planning	
	Evaluation	Evaluation/feedback for all projects  Scan Committee			
	Lay leadership development	Board Chairman's Council			
	Communication	External Internal			

# WORKPLAN SCHEDULE

<u> </u>	June	July	August	September	October
Complete strategic plan	$\mathbf{x}_{\wedge \wedge}$				÷
Staff retreat		X	√ <b>X</b> : ⊆		
First Steering Committee meeting on workplan			X		
Individual meetings with Steering Committee members				xx	
Workplan revisions and budgeting				xx	
Final budget proposal discussed at Steering Committee			- 10°		X

#### CIJE CHANGE PHILOSOPHY: A SYSTEMS MODEL



#### SELECTING INSTITUTIONAL PRIORITIES FOR FIRST 3 YEARS

	EASE				NEED			TOTALS		
Arena	Builds on CIJE Expertise	Availability of Partner	Models/Ideas more developed	Importance or potential in building identity	Currently poor quality	Large numbers of people involved	EASE	NEED	TOTAL	
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Youth	3	5	2 A	5	5	3	10	13	23`	
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University	1	1	4	5	2	5	6	12	18	
Internet	1	3	2	3	3	1	7	7	14	

### STRATEGIC "GAME BOARD"

	CORE	CFWW	JEWEL	195	FIELD SITES
INSTITUTIONS		AL FOLICAN ITS	AMELL		
LEADERSHIP		ARCHIV	ES		`
POWERFUL IDEAS			7		
INFRASTRUCTURE		To, I	2		

### 3-YEAR WORKPLAN FOR LEADERSHIP

	CORE	CFWW	JEWEL	FIELD SITES
Lay	Leadership research and think tank	AMERICAN IE	Biennial communal lay leader pilot	
*		ARCHIV	Funders network	
Professional Leadership research and think tank	Consulting to professional development programs	Recruiting conference		
	tank	development programs	Community day high school leaders	
			Jewel pilot for senior leaders	
		13	Senior planning pilot	

# 3-YEAR WORKPLAN FOR POWERFUL IDEAS

	CORE	CFWW	JEWEL	Field Sites
Leading indicators	Development of leading indicator methodology	RICAN JEWISH		Leading indicators pilot
Research capacity for Jewish education	Paper on building research capacity for Jewish education	CHIVES		
Change in institutions	Institutional change study group	AND.		
Pluralism	Pluralism think tank	J. 1		

#### 3-YEAR WORKPLAN FOR INFRASTRUCTURE

	CORE	CFWW	JEWEL	Field Sites
Capacity	AM A	CFWW recruiting and management	Staff development Professor's group CFWW training	•
Planning		0 0 0 0 0	Jewel planning	
Evaluation	Evaluation/feedback for all CIJE projects			
Lay leadership development	Board Chairman's Council	T.		
Communication/ codification	Web site Library Current activities Newsletter	3030		

# 1-YEAR WORKPLAN

		CORE	CFWW	JEWEL	Field Sites
INSTITUTIONS	Synagogues	Synagogue research and think tank	Consulting to rabbinic programs	Conference on rabbinic education	
	Early childhood	Early childhood white paper			
	Youth Programs		Consulting to Brandeis		
	Day Schools	AVAITING	Consulting to PEJE	g.	
	JCCs	ARCH	Consulting to JCCA		
LEADERSHIP	Lay	Leadership research and think tank	777	Lay leader pilot Funders network	
	Professional	Leadership research and think tank  Building the profession research and think tank	Consulting to professional development programs TEI consulting follow-up	Recruiting conference Senior planning project Community day high schools	
IDEAS	Leading Indicators	Leading indicators methodology	7		
	Research	Research capacity paper			
	Institutional change	Institutional change study group  Cases  1-5 Essay	*		

### 3-YEAR WORKPLAN FOR INSTITUTIONS

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