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Brandeis University, 1993-1995.

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CIVE
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HLZ ✓
SHH ✓
SOH ✓
MCM —

Pl.
CIVE: Brandeis University

December 2, 1993

Morton L. Mandel
Premier Industrial Corporation
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort,

It was so very nice to see you at the GA. I appreciated your concern for me in congratulating me on my new position and in helping me to get on the bus the evening of Rabin's moving talk.

You also asked me about Brandeis under Dr. Thier's leadership, and I wanted to respond more fully. I briefly said that I feel there has been a turn around under Dr. Thier on Brandeis' Jewish mission, but I want to spell that out with greater detail as I experience it.

When I first came to Brandeis in 1986 I learned quickly of the tension between the president's office and those of us who worked in explicitly Jewish areas. It is not just that that tension has disappeared, but that in the Thier era we are made to feel as a feather in Brandeis' cap. He seems to take great pride in our accomplishments and his administration is consistently supportive of our efforts.

This first expressed itself in Dr. Thier's appointment of Professor Jehuda Reinharz, an eminent Jewish historian, as provost of the university. Symbolically that means that the highest ranking academic officer is a very clearly identified Jew and scholar of Judaism. Practically it means that the provost's office understands and supports the needs of the departments of Judaica, including Hornstein.

At a time when Brandeis is cutting back its faculty size, the Judaica departments have been allowed to rebuild their strength. There has been a series of very impressive appointments to our faculty, the latest one being Dr. Arthur Green - formerly the president of the Reconstructionist Rabbinical College and an eminent scholar in Hasidism. Brandeis is again emerging as a first rank leader in Judaic scholarship.

For Hornstein the blessings have also been manifest. First came my tenure appointment which I felt had strong administrative support. Then last year Bernie Reisman was awarded a prestigious chair of modern Jewish studies, the first chair given to a Hornstein faculty member. Now both the president's and the provost's offices are working closely with us to help us raise substantial funds to support the activities we carry out and to expand on those activities. As I look forward to becoming the director of Hornstein I definitely feel the full support of the administration to carry out the Hornstein mandate and expand upon it.

My dream for Hornstein, shaped by our work together on the Commission, is to be training the professionals of the future who will bring to the Jewish community -in North America and abroad - the deepest devotion to Judaism and Jewish continuity together with the highest possible levels of professional competence. I think we will be needing a new breed of professionals who will understand the essential needs for Jewish continuity and education and will know how to activate their communities to aspire to achieve those goals.

My best regards to Hank Zucker, Alan Hoffmann and the CIJE team who are carrying the mandate of the Commission to fruition. Thank you for your kind interest in Brandeis.

Sincerely yours,



Joseph Reimer



Brandeis University

Jehuda Reinharz
President

Brandeis u-
hlt

July 22, 1994

Mr. Morton Mandel
Premier Industrial Corporation
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mr. Mandel,

I hope this letter finds you well and enjoying a pleasant and renewing summer. In light of the conversation we recently had in your office, I thought you would find the enclosed article of interest. Entitled "Brandeis and its Service to the Jewish Community" the article describes the history of Judaic Studies at Brandeis, and goes on to explain the contributions which the University makes today to the Jewish community. I hope you will find it enlightening.

In addition, as I promised, I am enclosing herewith a partial listing of the Brandeis faculty members who are involved in Judaic Studies or related fields at Brandeis, with a small paragraph about each professor. Together, I think you will find these materials underscore what I discussed with you during our conversation.

I look forward to further discussions together, and to hearing your reaction to this information. As always, I appreciate your thoughtful consideration.

With very best wishes,

Sincerely,

Jehuda Reinharz

JR/hlt
enclosures

THE MAP OF JEWISH EDUCATION IN NORTH AMERICA: INSTITUTIONS AND ACTIVITIES

“All Jewish education is local”

I. The forms of Jewish education

<u>Formal</u>	<u>Informal</u>	<u>“Non-formal”</u>
Day schools	Camps	Family education
Supplementary schools	Youth groups	Adult ed.
(“Hebrew schools, religious schools, congregational schools”)	Israel Experiences	College campus

II. The Settings of Jewish education

<u>Synagogues</u>	<u>Day Schools</u>	<u>JCCs</u>	<u>Communal</u>
Supp. Schools	elementary	family ed.	Day schools
Day Schools	high schools	cultural	Israel exper.
Early child.	Early child.	Early child.	College programs
Camps	family ed	adult ed.	Adult ed. (E.g. Wexner)
Youth groups	Youth groups	Youth groups	Youth (e.g. Yng. Judea)
family ed.	Israel exp.	Israel exp.	
Israel exp.			

III. Local Meta-organizations and resources

Federations
Continuity commissions

Central Agencies (Boards/Bureaus of Jewish ed.)

Training (“Hebrew”) Colleges (mixture of pre-service and in-service)
Boston, Graetz (Philadelphia), Baltimore, Cleveland, Spertus (Chicago)

Note: Who funds Jewish education locally?

IV. National Organizations with significant connections to Jewish education

CJF
JESNA (also: BDF)
CIJE
CAJE
JCCA
plus others (Hillel, Young Judea, etc.)

V. Universities and Denominational organizations

Universities and Seminaries (generally pre-service)

JTS (also Melton Research Center)

UJ

HUC (three campuses)

YU

Brandeis

York

McGill

Movement orgs. (generally in-service)

United Synagogue Ed. Dept.

JEA

UAHC Ed. Dept.

NATE

Torah/Mesorah

?

Federation of Reconstructionist Congs.

?

VI. Israel Resources

Torah Dept-- WZO

Melton Centre/Heb Univ.

Tel Aviv

Pardes

etc.

VII. Other issues

--Where does curriculum come from?

--Impact of the new foundations: Mandel, Wexner, CRB (Chas. Bronfman), Covenant (Crown Family), Cummings, plus local foundations which have funded J. Ed [Koret (San Fran.), Bader (Milwaukee), etc.]



Brandeis University

ADH
FILE: BRANDeis

[# 9.]

Jehuda Reinharz
President

October 14, 1994

Mr. Alan Hoffmann
Executive Director
CIJE
15 East 26th Street
New York, NY 10010

Dear Mr. Hoffmann:

Over the past year the faculty and staff of the Hornstein Program and Cohen Center for Modern Jewish Studies have become ever more intensely involved in projects in Jewish education. I am very proud of their work and want to see Brandeis's involvement in Jewish education grow in the coming years.

I am enclosing for your interest descriptions of three such projects: the Wexner grant that the Hornstein Program received together with JESNA to train new principals for Jewish schools, the grant that the Cohen Center received to work with the JCCA on the study and development of youth work at Jewish Centers, and the proposal that the Hornstein Program is developing to work with BBYO on the training of youth workers. I think these projects exemplify the directions in which we at Brandeis are moving in Jewish education.

I know from speaking to Mr. Mandel a few months ago that the CIJE serves as an intermediary with universities and agencies to create innovative programs for supporting excellent people who are entering the field of Jewish education. Brandeis University ought to be a partner in your work since we are heavily involved in the training of personnel for a variety of Jewish educational institutions.

I would like to extend an invitation to you to visit the Brandeis campus on one of your next trips to the Boston area and meet with me and the faculty of the Hornstein Program and Cohen Center. We would like to explore with you possible collaboration between Brandeis and the CIJE.

Sincerely,


Jehuda Reinharz

JR/js
Enc.

The Irving Enclave

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RECENT BRANDEIS PROJECTS IN TRAINING JEWISH EDUCATORS

1. New Principals Grant

In October 1992 the Wexner Foundation awarded a three year grant to Brandeis University and the Jewish Educational Service of North America for a continuing education institute in Jewish educational leadership for new principals. The project director has been Susan Shevitz of the Hornstein Program.

In operation over the past two years, the institute has brought two groups of new principals to campus for intensive summer workshops. There has been on-going contact between the principals and the institute as well as winter workshops each year. The evaluations by the participants of the workshops have been universally positive.

2. YOUTH DEVELOPMENT PROJECT

The JCCA has received a \$1.5 million grant from the DeWitt Wallace Readers Digest Fund for a three year project in youth development. The JCCA has turned to the Cohen Center of Brandeis University as a major contractor for this grant. Center staff have been working with JCCA staff over the past two years in planning, research and training services. They have been using six JCCs as case studies for developing new program initiatives for youth and youth workers.

3. BBYO STAFF TRAINING PROGRAM

The Bnai Brith Youth Organization has recently turned to the Hornstein Program to become partners in establishing the first systematic effort to provide professional Jewish educational training for the 80 youth professionals who work for the organization in North America and Israel. Still in the planning stages, this multi-year project would involve Hornstein faculty in developing a curriculum of training for the BBYO staff and in the training itself.

12/8/94

To: Hornstein Faculty, Jehuda Reinhartz, Jonathan Sarna and Alan Hoffmann

From : Joe Reimer

Re: Alan Hoffmann's visit to Brandeis

I thought that Alan Hoffmann's visit with the Hornstein faculty and President Reinhartz was a very rich occasion. I learned a great deal about CIJE and the Mandel initiatives in Jewish education. I also benefitted from the opportunity to speak with Alan and my colleagues about a topic close to my heart: the contributions Brandeis could be making to Jewish education in North America and beyond.

I wish to summarize here what I learned from Alan's visit. This is a subjective account: one that invites your responses and thoughts about this topic.

In preparing for Alan's visit, I was reminded of a recent conversation with Leon Jick who told of how in the 1960's Abe Sachar secured a gift from Phil Lown for three separate, but related, initiatives at Brandeis: studies in Contemporary Jewry, a program in Jewish communal service and one in Jewish education. Leon took charge of the first himself, hired Joe Lukinsky to head the Jewish education program and brought on Bernie Reisman for the Jewish communal service. Joe soon left for Israel and Bernie stayed on. The rest is history; but that history has not allowed Brandeis to offer as much leadership in the field of Jewish education as it does in Jewish communal service. The same obviously could be said about Brandeis's contribution to social welfare vis-a-vis the field of general education.

I began my conversations with Alan by saying that I wanted to explore with him how Hornstein could enlarge the role it plays in preparing and training professionals for Jewish education. He was eager for that conversation, but set the tone for the day by saying there were really two conversations to pursue: how Hornstein could enlarge its role and how Brandeis as a Jewish-sponsored university could realize its potential contribution to the field of Jewish education. I noticed that throughout the day Alan continued to listen and speak keeping in mind both these agendas.

In Alan's view there would be certain advantages for the training of Jewish educators -especially those already in the field - to take place in non-denominational settings where (a) they can be exposed to a range of Jewish perspectives and (b) they can meet and get to know their fellow educators from the other denominations. In North America Brandeis is one obvious setting in which these kinds of meetings could take place.

memo on Hoffmann visit -p2.

CIJE is soon to begin implementing the study it has conducted on teachers in Jewish schools. In their view the results show that many teachers are committed to staying in the field, but are woefully undertrained in both education and Judaica. CIJE will be looking to the regional colleges, seminaries, and universities to help with this retraining agenda. Is there a role here for Brandeis or for Brandeis in conjunction with a school of education in the area? A similar question could be asked for the training of educational leaders - principals, etc. How could Brandeis alone or in conjunction with others help to establish a Center for Jewish educational leadership? Or, a Center for Jewish educational research?

Over lunch Jehuda Reinharz put these questions in context by saying that Brandeis cannot and should not try to do everything. The crucial question is: What can Brandeis do best? Alan Hoffmann added a caveat: What can Brandeis do best with its current resources and what could Brandeis do best with enhanced resources?

In our morning conversation Alan and the faculty had more immediate suggestions. (1) There is a current need for professionals who can work as federation planners for Jewish continuity and education. When local Jewish communities get ready to implement via the federation and synagogue systems recommendations for enhanced communal capacity in Jewish continuity, they need someone who is both a communal planner and a maven in Jewish education. The need is now, can Hornstein and Heller together play a role in retraining such professionals?

(2) Brandeis may be unique in having so many undergraduates who have strong Judaic backgrounds and involvement in working in Jewish education. Yet no one has tapped this population and seen these students as potential Jewish educators. Can Hornstein and NEJS and the Education program get together to direct these undergrads?

Any of these initiatives, to be successful, needs to be planned carefully. Susan Shevitz stands ready to head up a planning process. I would work with her. Alan made two suggestions: (1) include other parts of the University in the planning. That could include: NEJS, The Center for Modern Jewish Studies, Heller, the education program, etc. (2) CIJE would be willing to assist Brandeis in this planning process and offer us a more continental perspective on Brandeis' contribution to the field.

Several times the question arose about the availability of funding for serious initiatives to be pursued. I heard Alan say: (1) CIJE is not a funding organization. (2) But Mr. Mandel - through the Mandel Associated Foundations - is interested in hearing about serious proposals for the systematic improvement of the profession of Jewish educators.

memo on Hoffmann visit p.3.

(3) The gift that JTS recently received for building its school of Jewish education indicates that there is a lot of Jewish wealth on this continent that may not be going to the traditional Jewish causes. Some of this money could be attracted to Brandeis if donors saw the university seriously engaged in thinking and acting in new and interesting ways about enhancing Jewish continuity. Gary Tobin has begun to excite the imagination of some donors. Others in the university could follow suit.

I look forward to hearing from you on these possibilities. I hope this the beginning of a longer conversation.



Brandeis University

Brandeis U.
hll

Senior Vice President
Development and
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Waltham, Massachusetts
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January 9, 1995

Mr. Alan Hoffman
CIJE
15 East 26th Street
New York, NY 10010-1579

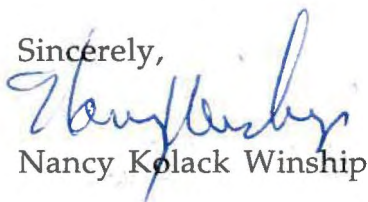
Dear Mr. Hoffman:

As we begin the new year, and our students prepare to return to campus for the spring semester, I cannot help but reflect on what an exciting time this is for Brandeis. Under the inspired leadership of Jehuda Reinharz, Brandeis is taking its rightful place within the American Jewish community. The University is deeply involved in the current dialogue on Jewish continuity, and is actively participating in efforts to re-energize and re-inspire Jews of every denomination to become better educated and involved in their cultural and spiritual inheritance. Furthermore, at a time when the political and social fabric in Israel and the United States is changing so quickly, Brandeis University -- the only Jewish sponsored, non-sectarian university in America -- has a special role to play in the dialogue with other religions. As you will see from the articles, President Reinharz is particularly interested in this dialogue, and will be an important voice of reason in the coming years.

I am enclosing four articles about Brandeis and President Reinharz which have recently appeared in The Jerusalem Report, The Jerusalem Post, The Jewish Advocate, and The Chicago Jewish News. I think that when you have read them you will share my pride and excitement about Jehuda and his vision for the University. In the months ahead, I will be sharing many articles and announcements with you. All of them prove the same point -- that Brandeis is indeed the jewel in the crown of American Jewry, and that the University is most fortunate to have Jehuda Reinharz at its helm.

I wish you a very happy and healthy new year, and look forward to seeing you here on campus in the near future.

Sincerely,



Nancy Kolack Winship

NKW/htl

Jewish World

A New School of Thought

The new head of Brandeis University sees his role as more than academic: placing the school at the forefront of Jewish renewal

YOSSI KLEIN HALEVI

When Jehuda Reinharz was a high-school student in Essen, West Germany in the late 1950s, a teacher declared in class one day that six million Jews didn't die in the Holocaust. The real number, he said, was just three and a half million.

tended his commitment to Jewish identity. And now, as head of the "Jewish-sponsored, nonsectarian" Brandeis, Reinharz is trying to position the university as a key participant in American Jewry's struggle for renewal.

For example, in an effort to combat mismanagement within the American Jewish establishment, Reinharz recently brought leaders of the major Jewish philanthropies to campus to discuss wasteful duplication of financial resources. And he plans to convene a meeting of Jewish organizations to assess their role in a changing Jewish community. "There can be no more business as usual," he says. "If Jewish organizations don't open to new ideas and start thinking beyond continuity, they will disappear."

Reinharz's efforts to reinforce Brandeis's ties to the Jewish community enjoy widespread approval on campus, which is located in Waltham, Massachusetts. "It's very important for Brandeis to understand its Jewish roots," says Arthur Reis, associate provost and a non-Jew.

The question of Brandeis's Jewishness hasn't always been so self-evident. In fact, the issue led to the 1990 resignation under pressure of former president Evelyn Handler who, among other "nonsectarian" measures, introduced pork into the campus's two non-kosher cafeterias (Brandeis also runs a kosher cafeteria). Handler's argument was that Brandeis's initial purpose of providing Jewish students with a home to counter university quotas was outmoded and Jewish donors were no longer as interested in

supporting the school. By emphasizing Brandeis's universalism, Handler hoped to draw non-Jewish donors.

Reinharz, on the other hand, plans to appeal to Jewish philanthropists to augment the university's relatively small \$200-million endowment — by focusing on Brandeis's cultural contribution to American Jewry. "Brandeis has always helped define the American Jewish agenda," he says. "Now the challenge facing the community isn't anti-Semitism but cultural innovation, and once again Brandeis has a major role to play."

Reinharz's emphasis on innovation and openness to change was learned through a childhood spent moving between opposing cultures. He was born in Haifa in 1941, to German Jewish refugees who spoke only German at home; his grandmother refused to learn Hebrew, and believed, says Reinharz, "that anyone who didn't know German wasn't worth talking to." Jehuda learned Hebrew — which he still speaks fluently — in the street: His parents, who "didn't believe in Hebrew culture," sent him to a French-speaking private school.

He inhabited a transplanted European world in Israel; but that situation reversed when he moved at age 13 to Germany. Feeling deeply alienated from an environment he describes as "indifferent or hostile" — he routinely suffered in school from anti-Semitic harassment — he created for himself a kind of mini-Israel, founding Germany's first post-Holocaust student Zionist movement. Having been a German in Israel, he was now an Israeli in Germany.

Finally, when Jehuda was 17, his family moved to Newark, New Jersey, to a Jewish neighborhood that was turning black. Once again, Jehuda experienced radical culture shock. "After the rigid discipline in Germany, school in Newark seemed like a joke," he says. "Students intimidated not only each other but the faculty too. Some of the tougher students even wore bicycle chains. On my first day home from school I told my parents that maybe I should wear chains too. I thought it was an American style."

Reinharz survived Newark and went on to Columbia University, where he graduated from a joint program with the Jewish Theological Seminary. He earned a master's degree at Harvard in medieval Jewish studies — and then left to do his doctorate at Brandeis. There he studied with the great European scholars of Judaism who had fled Nazism, like Alexander Altman and Nahum Glatzer, and they



Brandeis: Nonsectarian but decisively Jewish

Jehuda — the only Jew in his class, in fact in the entire school — called out: "That's not true!" Prove it, challenged his teacher. Though Jehuda knew almost nothing about the details of the Holocaust, he set out on a research mission and did precisely that.

The experience, says Jehuda Reinharz — president since May of Brandeis University — launched his career as a scholar of modern Jewish history. It also por-

treated him as a spiritual son. "The American professors taught their classes and left. These men would discuss ideas with students for hours. I spent every Jewish holiday in their homes."

In 1972, Reinhartz completed his doctorate — appropriately, on the struggle within pre-World War I German Jewry between Zionism and German nationalism. He moved to the University of Michigan, founding one of the first Jewish studies program in the country.

He also began working on his major scholarly achievement: the biography of Chaim Weizmann, Israel's first president. Perhaps Reinhartz was drawn to Weizmann because, like him, he straddled worlds and was never quite at home in any of them: Weizmann was an East European Jew among the British elite, a Westernized scientist among the socialist pioneers of Israel. So far, two volumes of the biography — which has won four literary prizes in Israel and the U.S., including the National Jewish Book Award — have appeared; and Reinhartz intends to write two more.

Reinhartz almost abandoned the project when he realized he'd need to study chemistry to understand his subject: Weizmann, a world-class chemist, used his scientific contacts to promote Zionism. Rather than give up, Reinhartz apprenticed himself to a chemist for immersion in a subject he knew almost nothing about.

As president, Reinhartz has similarly expanded the borders of academic study, integrating the humanities and sciences within the core curriculum. Under the new requirement, students choose a single theme and approach it from an interdisciplinary perspective. "If you train people narrowly, they won't be able to cope in a changing environment," he says.

At age 50, Jehuda Reinhartz is a combination of the worlds he has passed through. He speaks with a slight, indeterminate accent, and his English is formal; yet he appears relaxed and accessible, conveying an American and Israeli directness. Soft-spoken, he embodies an almost archaic civility: In the course of a two-and-a-half-hour interview, he refused to condemn even those with whom he strongly disagrees, and modified his critique of "homogeneous" American universities and "inflexible" Jewish organizations by explaining that

those were merely his opinions.

His most vociferous moment came when discussing former president Handler's introduction of pork: "She turned it into a public declaration which was, of course — what shall I say? I won't say it."

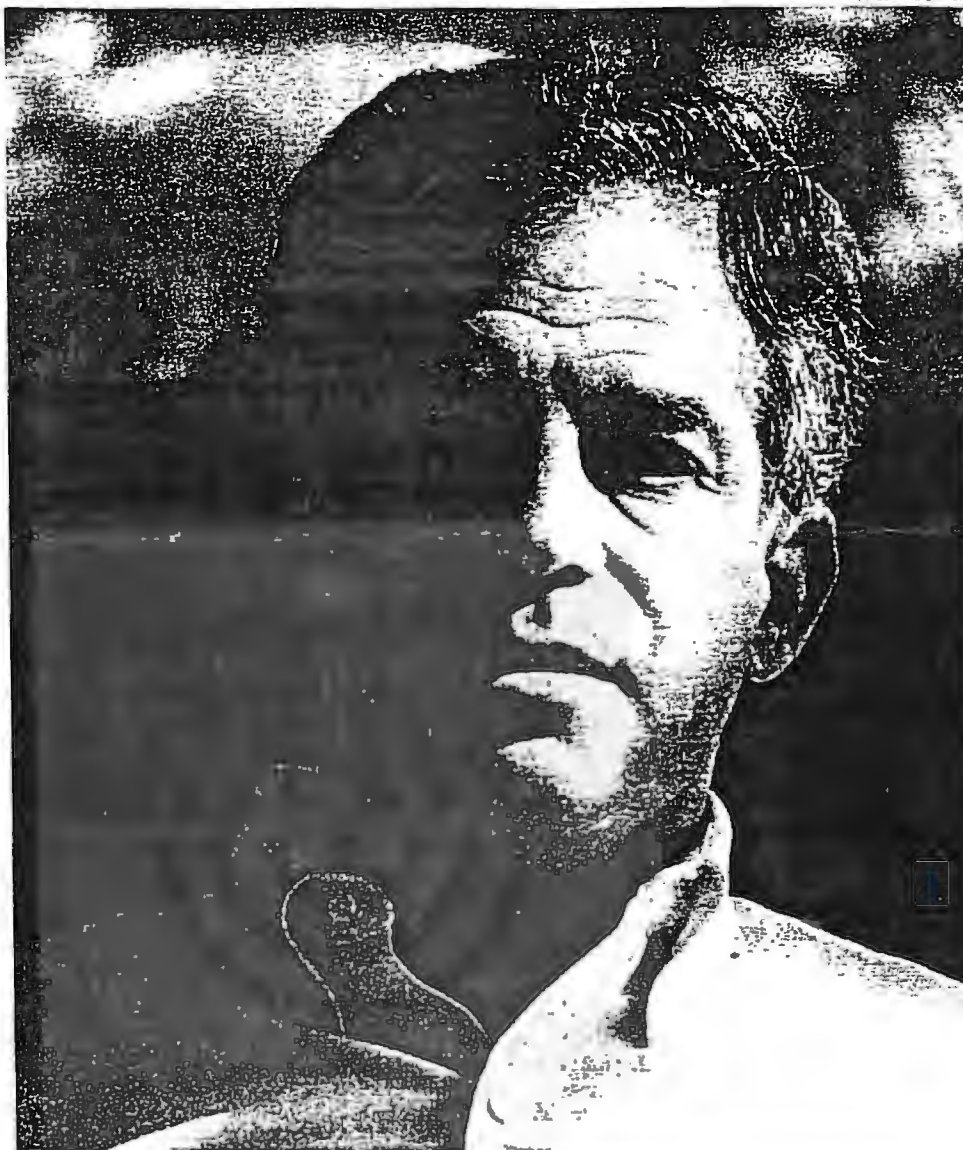
Though he patiently answers questions about his life, he becomes truly passionate only when discussing Brandeis. He recites statistics about its academic achievements as though boasting of his own two daughters. Outside Israel, Brandeis has the largest Judaic studies department and produces the largest number of Judaic PhDs; Brandeis, notes Reinhartz, is the only university to offer a dual master's degree in women's and Jewish studies. (His Dutch-born wife, Shulamit, directs the women's studies program.) And he wants to start a joint master's program in journalism and Judaic studies, to nurture

Jewishly knowledgeable reporters.

At the same time, Reinhartz stresses the nonsectarian nature of Brandeis — whose student population numbers 2,800 undergraduates and 1,000 graduates, 65 percent of whom are Jewish — which he says complements its Jewishness: "I recently asked some Asian alumni why they had come to Brandeis. They said because Jews value education and value their roots, just as they do."

Reinhartz's love for Brandeis clearly transcends the mere patriotism of a president for his school, the loyalty of a graduate to his alma mater. Perhaps that is because only at Brandeis, with its Jewish and worldly ambience, were the opposite worlds that helped form him somehow reconciled; only at Brandeis did Jehuda Reinhartz finally come home. □

With reporting by Vince Beiser



Committed to change: 'No more business as usual,' says Reinhartz about the Jewish community

Not a sedentary scholar

The Israeli-born president of Brandeis University is not your average everyday 'egghead,' Tom Tugend writes

A Haifa-born para-sailing enthusiast with Hollywood good looks is not what you'd expect in an American university president.

Dr. Jehuda Reinharz, a 50-year-old historian who was named last May to head Brandeis University, is the first sabra president of a US university.

He is considered one of the most productive and original scholars in the fields of Zionism and Jewish history, and has written, co-authored or edited 19 books and more than 80 articles. He has completed half of a projected four-volume biography of Chaim Weizmann, to critical acclaim and honors, including the first conferral by the Knesset of the President of Israel Prize.

Reinharz moved from Haifa with his German-born parents to their native country when he was 13, and to the US at age 17.

Entering a New Jersey high school in the senior year, he quickly added fluent English, touched with a very faint accent, to his knowledge of Hebrew, German, French and Yiddish. A classmate was Shulamit Rothschild, the Amsterdam-born daughter of Holocaust survivors, who would later become his wife.

Starting with a full scholarship to Columbia University, he earned a concurrent bachelor's degree at the Jewish Theological Seminary, followed by a master's degree in medieval Jewish history at Harvard, and a PhD in modern Jewish history at Brandeis.

Not a sedentary scholar, Reinharz goes in for tennis and sailing — and para-sailing, which nearly got him killed in Eilat a few years ago.

He joined the Brandeis faculty in 1982 and quickly rose to provost, senior vice president and director of two institutes for the studies of European Jewry, Zionism and Israel. When the presidential post became vacant, Reinharz was such an obvious choice among students, faculty and trustees that the university dispensed with the customary national search for suitable candidates.

During a brief visit to Los Angeles, Reinharz expresses his thoughts on the future of American Jewry, his job,



Dr. Jehuda Reinharz: Considered one of the most productive scholars in Zionism and Jewish history.

and related topics.

He ticks off three points, starting with the observation that the Jewish people have survived in very modest numbers throughout most of their history.

"From antiquity to the... destruction of the [Second] Temple in 70 CE, there were perhaps 4.5-7 million Jews in the world," he notes. "In medieval times, Europe had only 300,000 Jews, out of a total of one million in the world. There was a rapid increase in the 19th century, and by 1900, Europe had 8.6 million Jews."

Secondly, he says, "the story of the Jewish continuity is change.... Our entire history is marked by discontinuity." In modern times, "Hassidism, Zionism and Reform Judaism were all breaks with Jewish continuity. We might even say that discontinuity is part of the secret of Jewish continuity."

Reinharz asks rhetorically what kind of continuity it is that the Jews wish to perpetuate. Is it assimilation, intermarriage, lousy Hebrew schools, too many dinosaur organizations, and Ortho-

dox Jews fighting with Conservative and Reform Jews?

Even if Reinharz does not agree with current pessimistic projections, they are of some value. What distinguishes Jews from long-buried civilizations, he says, "is that we pay attention to the prophecies of doom. The Bible is full of them. We worry about them, and we take action."

He cites a little-discussed development that should be of concern to Jews. "We live in the naive belief that Judaism is an important religion in the United States," and that 20th-century America rests on a "trinity" of religions — Protestantism, Catholicism and Judaism.

The times, however, are changing. "Few are aware that today one out of five Americans adheres to [some] other religion," Reinharz says, and the fastest growing is Islam. "Fourteen percent of all immigrants are Moslems, and Islam has the largest number of converts, mainly among African-Americans," he adds. "I calculate that by the first decade of the next century, Islam will be one of the

important religions in this country, in terms of numbers, power and financial resources."

In light of these projections, Jews can wring their hands, or "we could take a pro-active stance and try to collaborate with the Moslems," advises Reinharz. "We have some common concerns in terms of assimilation, schooling, preservation of ethnicity, and, if you will, continuity."

BRANDEIS University of Waltham, Massachusetts, was founded in 1948. It is described by its president as "a Jewish-sponsored, nonsectarian, small, liberal arts research university."

Brandeis has a diverse student enrollment of 2,800 undergraduates and 1,000 graduate students. In the 1994-95 incoming class of 760 students, culled from 4,300 applications, about 60 percent are Jewish.

Brandeis has the largest Judaica studies program outside Israel and enjoys national rankings in fields as diverse as biological sciences and theater arts. The university also has an enviable teaching ratio of one professor to nine students and no fewer than 15 Brandeis alumni head colleges and universities worldwide.

Brandeis's tuition is high, \$19,200, but Reinharz emphasizes that students are accepted according to qualifications, without consideration of how much tuition they can pay.

That means Brandeis, and foremost its president, must raise \$14m.-\$16m. a year in private donations, relying mainly on the support of the American Jewish community.

Fundraising is a task few scholars enjoy, but it is only one aspect of a job that Reinharz describes as "incredibly exhausting. There are many constituencies and everybody wants a piece of you."

Yet Reinharz vows that he will not fall into the common academic trap of forgoing teaching and research to meet the demands of a top administrative job.

"You have to give up a lot as president, including weekends," he says. But in a daily 6:30 a.m. to midnight work schedule, Reinharz sets aside two hours a day when "no one can reach me," for his writing and studies. "Those two hours rejuvenate me and keep me sane," he says.

Because of his travel schedule, he can no longer teach undergraduate classes, but he still guides the research and five doctoral students.

Shulamit Reinharz has a pretty intensive schedule, too, as professor of sociology and director of women's studies at Brandeis. She and her husband unwind with occasional tennis matches with their two daughters, and with long evening walks.

"I think we are the only couple in town," he says, "who start their walks at 11 p.m."

Reinharz advises cooperation to ensure continuity

Brandeis president wants Jews to work more closely with other religions

By Tom Tugend

LOS ANGELES (JTA)—Harvard mathematician and satirist Tom Lehrer observed in one of his ditties that the career of Alma Gropius Werfel Mahler, who married three of the most creative artists of this century, made him aware of how little he had accomplished in his own life. "It is a sobering thought," said Lehrer, "that when Mozart was my age, he had been dead three years."

A somewhat similar sentiment surfaces in glancing at the resume of Jehuda Reinharz. The 50-year old historian was named last May as president of Brandeis University in Waltham, Massachusetts, making him, incidentally, the first Israeli native to head an American university.

Dr. Reinharz was born in Haifa, but moved with his German-born parents to their native country when he was 13, and to the United States at age 17.

Entering a New Jersey high school in the senior year, he quickly added fluent English, touched with a very faint accent, to his knowledge of Hebrew, German, French and Yiddish. A classmate was Shulamit Rothschild, the Amsterdam-born daughter of Holocaust survivors, who was later to become his wife.

Starting with a full scholarship to Columbia University, he earned a concurrent bachelor's degree at the Jewish Theological Seminary, followed by a master's degree in medieval Jewish history at Harvard, and a Ph.D. in modern Jewish history at Brandeis.

Today, he is considered one of the most productive and original scholars in the fields of Zionism and Jewish history, who has written, co-authored or edited 19 books, more than 80 articles, and counting. Of a projected four-volume biography of Israel's first president, Chaim Weizmann, he has completed two volumes, which have received critical acclaim and honors, including the first conferral by the Knesset of the President of Israel Prize.

Not a sedentary scholar, Reinharz goes in for tennis and sailing. A more unusual pursuit is parasailing, in which a parachute-borne participant sails through the air, linked by a long rope to a fast motor boat, an exercise which nearly got him killed in Eilat a few years

ago.

He joined the Brandeis faculty in 1982 and quickly rose to provost, senior vice president and director of two institutes for the studies of European Jewry, Zionism and Israel. When the presidential post became vacant, Reinharz was such an obvious choice of students, faculty and trustees that the university dispensed with the customary national search for suitable candidates.

With all that, Reinharz has the striking good looks of someone central casting might send to a film director for the role of a trim, youthful ...uh, well...college president.

During a brief visit to Los Angeles to speak to alumni, donors and the congregation of Stephen S. Wise Temple, Reinharz expressed his thoughts on the future of American Jewry, his job, and related topics.

Jewish continuity has become the buzz word of innumerable symposia and foreboding analyses, but thanks to his long-range historical perspective, Reinharz brings some fresh insights to the subject. He ticks off three points, starting with the observation that the Jewish people have survived in very modest numbers throughout most of their history.

"From antiquity to the second destruction of the Temple in 70 CE, there were perhaps 4.5 - 7 million Jews in the world," he notes. In medieval times, Europe had only 300,000 Jews, out of a total of one million in the world. There was a rapid increase in the 19th century, and by 1900, Europe had 8.6 million Jews."

Secondly, he says, "the story of the Jewish continuity is change...our entire history is marked by discontinuity." In modern times, "Chasidism, Zionism, Reform Judaism were all breaks with Jewish continuity. We might even say that discontinuity is part of the secret of Jewish continuity."

Furthermore, Reinharz asks rhetorically, what kind of continuity is it that we wish to perpetuate? Is it assimilation, intermarriage, lousy Hebrew schools, too many dinosaurian organizations, and Orthodox Jews fighting with Conservative and Reform Jews?

Even if Reinharz does not agree with current pessimistic projections, they are of some value. What distinguishes Jews from long buried

civilizations, he says, "is that we pay attention to the prophecies of doom—the Bible is full of them—we worry about them, and we take action."

But there is one little discussed development which should rightfully concern Jews, adds the Brandeis president. "We live in the naive belief that Judaism is an important religion in the United States," and that 20th century America rests on a "trinity" of religions—Protestantism, Catholicism and Judaism.

The times, however, are changing. "Few are aware that today one out of five Americans

adhere to other religions," Reinharz says. Of particular importance to Jews is that the fastest growing religion in America is Islam. "Fourteen percent of all immigrants are Muslims, and Islam has the largest number of converts, mainly among African-Americans," he adds. "I calculate that by the first decade of the next century, Islam will be one of the important religions in this country, in terms of numbers, power and financial resources."

In light of these projections, Jews can wring their hands, or "we could take a pro-active stance and try to collaborate with the Muslims," advises Reinharz. "We have some common concerns in terms of assimilation, schooling, preservation of ethnicity, and, if you will, continuity."

Reinharz acknowledges that he does not have the answers to the future of American Jewry. He is quite certain, though, that it is vital to invest in Jewish institutions, which gracefully leads into the role of Brandeis University.

Founded in 1948, its president describes Brandeis as "a Jewish-sponsored, non-sectarian, small, liberal arts, research university with a commitment to both undergraduate and graduate education."

In less than 50 years, Brandeis has made enormous strides in teaching and research in all areas of scholarship and science and has a diverse student enrollment of 2,800 undergraduates and 1,000 graduate students. In the 1994-95 incoming class of 760 students, culled from 4,300 applications, about 60 percent are Jewish, 15 percent minority students, 10 percent foreign students, and the remainder distributed in various categories.



"The story of the Jewish continuity is change...our entire history is marked by discontinuity."

—Jehuda Reinharz

Brandeis has the largest Judaica studies program outside Israel and enjoys national rankings in fields as diverse as biological sciences and theater arts. The university also has an enviable teaching ratio of one professor to nine students and no fewer than 15 Brandeis alumni head colleges and universities in the United States and abroad.

Brandeis' tuition is high, \$19,200 for the academic year, but emphasizes Reinharz, "We admit students on a need-blind basis," which means that students are accepted according to their qualifications, without

consideration of how much tuition they can pay.

The practice means that Brandeis, and foremost its president, must raise \$14-\$16 million a year in private donations, relying mainly on the support of the American Jewish community.

Fundraising is a task few scholars enjoy, but it is only one aspect of a job that Reinharz describes as "incredibly exhausting. There are many constituencies and everybody wants a piece of you. The sheer travel and number of engagements can be overwhelming."

Yet Reinharz vows that he will not fall into the common academic trap in which dedicated professors find that they must forego their teaching and research to meet the demands of a top administrative job.

"You have to give up a lot as president, including weekends," he says. But in a daily 6:30 a.m. to midnight work schedule, Reinharz rigorously sets aside two hours a day, when "no one can reach me," for his writing and studies. "Those two hours rejuvenate me and keep me sane," he says.

Because of his travel schedule, he can no longer teach undergraduate classes, but he still guides the research of five doctoral students.

Shulamit Reinharz has a pretty intensive schedule, too, as professor of sociology and director of women's studies at Brandeis. She and her husband unwind through occasional tennis matches with their two daughters and long evening walks.

"I think we are the only couple in town," he says, "who start their walks at 11 p.m."

11/25-12/1/94

JEWISH ADVOCATE

THE CHICAGO JEWISH NEWS

December 2-8, 1994/ 29 Kislev 5755

One Dollar

By Emily D. Soloff
Staff Writer

If Jehuda Reinharz could have any wish, it would be that he wouldn't have to make academic or intellectual decisions based on money.

"That's my worst nightmare," said Reinharz, the seventh president of Brandeis University, "to have to cut programs for lack of dollars."

Founded in 1948 as a gift to America by Jews who believed the Jewish community could best express its role and position in the United States by establishing a non-sectarian institution dedicated to the highest Jewish ethical and cultural values, Brandeis is one of the youngest and smallest research universities in America. It has had to struggle financially to provide top-notch university education without a large endowment, or an extensive network of wealthy alumni, to fall back on.

Brandeis flourished from the beginning because it was different. It welcomed students of every race, creed and color at a time when quotas, especially for Jews, were common. It was co-ed when many of the best colleges, and all the Ivy League schools, were open to men only.

Brandeis continues to follow a need-blind admissions policy, accepting students on the basis of merit and not on their ability to pay.

Brandeis welcomes culturally deprived students. It has the only remaining transitional year program for academically disadvantaged students in a major university. Fifty percent of incoming students are foreign born, giving the bucolic Waltham, Mass., campus outside of Boston the air of a major, cosmopolitan city.

"I believe in Brandeis and I believe it has a real mission," said Reinharz, in Chicago to meet with potential donors. "Brandeis is doing very well academically. My task is to make it better known in both the Jewish and the non-Jewish community."

"My aim is to make Brandeis the same kind of 'hot' (popular) school as Brown," Reinharz said. "The next five to 10 years are going to be very important in the life of Brandeis. It isn't only that we are reaching the half-century mark. Respect and support for American higher education has been waning for a long time. People are beginning to question whether it is worth the cost. We need to find a way to support institutions, particularly young institutions like

Brandeis."

The American Jewish community is Brandeis' main support, but increasingly non-Jews are giving significant dollars, Reinharz said, especially to targeted areas like the School of International Economics and Finance. That support worries some, who see infusions of dollars from non-Jewish sources diluting Jewish influence. On the other hand, in recent years, Brandeis had been sharply criticized by many in the Jewish community for trying to be too secular, reaching out too hard to please non-Jews.

"It is a Jewish disease to worry about whether something is too Jewish or not Jewish enough," Reinharz said.

Jewish sponsorship is one part of Brandeis' tradition that Reinharz does not want to see change. But he is also committed to maintaining the non-sectarian nature of Brandeis' admissions policies and its teaching.

"I think by continuing to do what we do, we contribute more to Jewish continuity than most institutions," he said.

"Brandeis is the premier institution that trains Jews. We play a vital role in both establishing and achieving the national agenda of the American Jewish community. We have a duty to be of service to the American Jewish community

but the Jewish community has a responsibility to us.

"I don't think there is any contradiction between Brandeis being proud of its heritage and its mission, which is a commitment to service the community, but at the same time, being diverse and open and committed to social justice. We are not compromising, we are not indoctrinating, we are teaching," Reinharz said over breakfast of coffee, and a buttered, toasted bagel with strawberry jam.

"Brandeis is not a Schechter school, it is not a synagogue, and it is not a JCC, and we will not become that as long as I am here. If I teach a class on Zionism, my students will learn about Zionism. I don't care if they are anti-Zionists. If we are successful, we should be able to teach Judaica to anyone and everyone. It is not the task of an academic institution to be ideologically motivated or promote reform," Reinharz said.

Brandeis hosts several unique institutions for Jewish studies and Reinharz is proud of them. In addition to the largest, most comprehensive Department of Near Eastern and Judaic Studies in the Diaspora,

Brandeis is home to the Tauber Institute for the Study of European Jewry (which Reinharz directed starting in 1984), The Jacob and Libby Goodman Institute for the Study of Zionism (which Reinharz directed starting in 1992), the Hornstein Program in Jewish Communal Service, the Nathan Perlmutter Institute for Jewish Advocacy and the Cohen Center for Modern Jewish Studies.

"Students coming to Brandeis cannot help being touched by the rich Jewish tradition," he said. "The entire curriculum is suffused by Jewish tradition. That is the milieu of the institution. That is the difference between other universities and Brandeis."

Home to the Benjamin and May Volen National Center for Complex Systems, which encourages interdisciplinary study of the brain, intelligence and advanced computation, Brandeis is ranked sixth nationally in the biological sciences by the Institute for Scientific Information, and ninth among the top 100 research institutions by Congress's Office of Technology.

See Brandeis on page 7

A statement of mission

To serve Jews, Brandeis must serve all, president says

An intensely focused man with silvering hair and deep character lines in his face, Reinhartz, 50, has had a long and fruitful association with the university, having served as professor of modern Jewish history, provost and senior vice president of academic affairs prior to assuming the presidency last spring.

Reinhartz earned his undergraduate degrees at the Joint Program of Columbia University and Jewish Theological Seminary. He started a doctoral program at Harvard, but left for Brandeis, he said, when he realized "there is no comparison in Jewish studies with any other school in the world outside of Israel." After earning his Ph.D. at Brandeis, Reinhartz spent 10 years at the University of Michigan, where he was the first professor of Jewish history and directed the program in Judaic Studies.

He was born in Haifa in 1944, the child of German Jews who fled to Israel in the 1930s. The family moved back to Germany when Reinhartz was 13, then moved to the United States, where Reinhartz completed his last year of high school.

A practicing Jew who sends his children to day school and identifies himself as left-wing Conservative, Reinhartz thinks much of the worry about Jewish continuity is sadly misplaced.

"Continuity of what?" he asked. "Of what we have now: assimilation, ignorance, intermarriage? Jews who are marrying other Jews are the minority. It seems to me we need some discontinuity that would be productive.

"I think we will shrink in numbers, but I also see a lot of strength in the community. There is a strong committed core. Day schools are bursting at the seams," he said.

As a historian, Reinhartz believes Jews in America are experiencing a familiar phenomenon. The fact that people are concerned shows a certain amount of discontinuity already exists, but that can be positive.

"Zionism, Chasidism, neo-Orthodoxy, the Reform and Conservative movements are all examples of discontinuity," he said.

"I think the American Jewish community will look increasingly inward. I am not one of the doomsayers. I think reports of the death of the American Jewish community are premature," he said.

When the Reform Movement was founded, people predicted it would die out quickly or be the end of Judaism, Reinhartz said. One hundred years later, the Reform

Movement is stronger than ever and Judaism, in all its multifaceted splendor, is still around.

"I think there are similar signs of (renewal) happening today, too," he said. "American and Israeli institutions are going to have to adjust to changes in the community — religious and otherwise. They are going to have to pick up Jews where they are and not where (the institutions) want them to be.

"Maybe there will be an American movement that will be as legitimate 100 years from today as the Reform Movement. Whatever happens in the American Jewish community will happen at Brandeis, too. But we are not a movement, we are an academic institution. What I see at Brandeis is a microcosm of the community. Whatever is happening in American Jewry is happening at Brandeis."

His work as president has taken him out of the classroom.

"That's the really painful thing about the job," Reinhartz said. He can write articles, but Volume 3 of his exhaustive biography of Chaim Weizmann will have to wait.

"There is life after presidency, you know," Reinhartz said with a smile.

Last spring, on a trip to the Far East, Reinhartz met with a considerable number of Asian alumni. Many had assumed leadership positions in government and industry in their native countries. He asked them why they had chosen Brandeis.

"Because Jews care about education and they care about traditions," Reinhartz said they told him.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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FAX COVER SHEET

February 13, 1995

TO: Susan L. Shevitz
The Hornstein Program

617 736-2070

FROM: Alan D. Hoffmann

NO. OF PAGES (including cover): 7

Please see attached.

C O N F I D E N T I A L

slb

SUSAN

There are some very quick responses made on the plane after our meeting tonight which I enjoyed very much. As I have a crazy couple of days ahead and men are off on vacation until 2/24, I want to give you some feedback.

A PLAN TO PLAN

Susan L. Shevitz (2/95)

Alan

RATIONALE:

the field of

This is a propitious time for Jewish education in North America. Jewish education has moved into the forefront of the community's consciousness as attention has focused on the need to strengthen Jewish identity and identification. There is an acknowledged need for better trained professional personnel on all levels and evidence that the community, through its federations and foundations, is prepared to support focused and potent training programs which are responsive to emerging conditions.

the domain of

It is also a propitious time for Jewish education at Brandeis University. The University has unambiguously asserted its Jewish identity and agenda; its Jewish studies and communal service programs have continued to grow. We have a long record of training people for diverse positions in the Jewish education sector upon which to build.

Judaica Dept. often think that they do it. ed me

Hornstein's current Jewish education concentration was conceptualized in the late 1970's in response to a particular set of institutional constraints and priorities: the demise of a prior Jewish education program at Brandeis, skepticism among academics about the validity of a university-based Jewish education program, the success of Hornstein's communal service program, and the blend of communal and educational perspectives embodied by key planners and faculty. At that time the community was inattentive to the need for better trained educators, the congregational school was seen as declining, there was growing interest in non-formal education. The working assumptions of our Jewish education concentration are rooted in the realities of that period. Its scope, in terms of the number of students to be trained and the type of training offered, was defined by opportunities and constraints which may be less relevant today. A position which we took, however, has proven itself to be correct: that Jewish educators need to be able to work within the communal sphere -- whether through or with communal agencies-- as well as in the very different school and congregational sphere.

is't you not to something about the institutional reality of Brandeis?

The Hornstein Program faculty now includes leading experts in informal education, family education and educational planning as well as specialists in demography, group work, communal studies, advocacy and fund-raising. [See Appendix.] Located within Brandeis' Lown School, we are intellectual, as well as communal, neighbors to the faculty of Near

Eastern and Judaic Studies and the researchers of the Cohen Center for Modern Jewish Studies and the Tauber Center. The Hebrew Department has an NEH grant to train teachers of the Hebrew language. Brandeis' other departments have faculty whose interests relate to education, human development, and/or Jewish life. A belief stimulating this planning process is that a comprehensive and coherent Jewish education program could more directly draw on the rich resources of this University, especially given the University's interest in being a force for Jewish life.

This is the core approach, I think.

These changed conditions, as well as faculty interest in new populations, approaches to professional education and conceptions of Jewish education, indicate that this is an appropriate time to launch a planning process for our Jewish education program.

See my additional page 1 about Brandeis' Jewish mission

PURPOSES OF THE PLANNING PROCESS:

There are three inter-related, simultaneous goals for this planning process:

1. to develop a plan for Hornstein's Jewish education program which draws on university strengths, reflects communal realities and presents viable, new ways of training Jewish educators;
2. to gain legitimacy for the plan among national leaders-- professional, academic, and lay;
3. to secure funding for the proposed program.

This will be an open planning process. Unlike more conventional planning, we are starting without a fully formulated vision of what the program we propose will be. Though there are ideas and viewpoints held by various faculty members, we believe that testing our basic assumptions, re-examining the dominant conditions of Jewish life today and being stimulated to consider new --- as yet unidentified-- possibilities will best serve our institutional needs as well as the needs of the Jewish community. Among the possibilities to be addressed through this planning process are: graduate training for formal and informal "front-line" functions in Jewish education, preparatory programs for leadership positions, programs for professionals dealing with continuity initiatives, professional development/continuing education and undergraduate preparation for careers in Jewish education. The relationship of the training components to ongoing research agendas also needs careful exploration.

PROCESS AND TIMETABLE:

How about including lay leadership at least in first iterative process.

I think I will include working with people so far to the training.

We propose an iterative, modified strategic planning process which will have several distinct stages, as outlined below. It is during the second stage that the framework for the program we will propose will be articulated. The vision will emerge as we work with and through the sets of ideas which are most promising and exciting to us. This will then be developed and refined during the subsequent stages of the planning.

1. Preparatory Phase [January-August 95]

a.a Brandeis faculty consultation to include Hornstein Program faculty plus a few others who are close to us, to identify the critical issues/assumptions which will shape the planning process [April 95]

b. individual consultations with key individuals --- national leaders [February-June 95]

These consultations [a nd b above] will determine the parameters of what will be presented and considered in the subsequent steps.

c. secure funding for planning [January-March 95]

d. gather background data to be used to inform the group consultations [January-October 95]

Susan, I know that we have a small group of people who are interested in the program. I wonder whether the program is too narrow. I know that we have a small group of people who are interested in the program. I wonder whether the program is too narrow.

- *history of Jewish education at Brandeis
- *survey of graduates: career paths; what they perceive as needed skills and competencies; evaluation of key components of their graduate training
- *survey of field work supervisors; what they perceive as needed skills and competencies; evaluation of key components of their graduate training
- *survey of leading professionals; what they perceive as needed skills and competencies; evaluation of key components of their graduate training
- *telephone interviews of selected graduates on same issues
- *survey of current offerings/orientations of other training programs
- *develop document on our testable assumptions --- components of training

2. Consultations, Group and Individual [Autumn 95]

I see this as a modified strategic planning process through which we will:

I would not yet commit to the topics of the consultations. Even if (a) through (e) remain at a fairly high level, the group may want to make through how to accomplish each of these tasks. They each require a mini-planning process.

- ✓ a. identify Hornstein's strengths and weaknesses, as well as Brandeis, in relationship to Jewish education;
- b. identify the institutional, communal and national challenges and opportunities facing us;
- ✓ c. examine the assumptions which have grounded our program in order to determine which remain relevant and which need rethinking;
- ✓ d. get a better sense of ideas and realities shaping the field;
- ✓ e. float our emerging ideas.

We will conduct several consultations to allow for adequate participation without incurring the expense of flying everyone to Brandeis. I currently envision 5: a) one will be at Brandeis: to be done with JESNA on issues of continuing professional education; b) a second one later in the process at Brandeis, c) two in NYC and d) one in California,

The second set of meetings at Brandeis and in New York will occur as the plans coalesce.

3. Analysis and Synthesis Phase [Winter 96]

Based on the group deliberations, a set of preferences will be developed and detailed. This phase will entail telephone consultations with some of the participants of the group deliberations. As individuals and groups react to the possibilities, modifications will be made. Presentations to key professional groups will also be made in order to get their feedback and signal our new approaches. A concrete plan-of-action will result from this.

LEADERSHIP FOR THE PLANNING PROCESS

A three tiered arrangement is envisioned. At the inner core, there will be a steering committee made up of Susan Shevitz, Joe Reimer and two or three others. They will meet bi-weekly to give direction, analyze data, review possibilities and to chart the course. A group of close advisors will be the next tier: they will meet as a group every 6-8 weeks. They will test the steering committee's decisions and suggest directions. The last tier is of people who will be involved on a one time basis as individual consultants or in a group consultation.

no many error Brandeis will be so far? - (not sup?)

At what stages are we brought into the loop?

President and Provost Does this need a formal

Drafts of the plan will be presented on a regular basis to the faculty of the Hornstein Program as a way to engage their thinking. This faculty will be the body to endorse, modify or reject the plans which emerge from this planning process.

Shul
comment
as
appears
through the
document

I think you may be shooting too low! I see Hornstein as managing the process by which Brandeis, as an institution, considers and conceptualizes its role in Jewish education, considered most widely. This ultimately, will ~~have~~ result in Hornstein having a much more central ~~mission~~ role within the University's own mission.

Susan

I think my major comment relates to
the whole thrust of the proposal: is it
Hornstein's Jewish education program which
is being strategically reviewed
or

Is the planning question:

- a) "given the new realities (etc. etc.)
and given Brandeis assets (etc. etc. spelled out)
- b) and given the University's new
unambiguous commitment to
- c) what ~~is~~ should Brandeis University's
PLACE ~~be~~ BE IN THE BROAD JEWISH
EDUCATION / COMMUNITY LANDSCAPE?

ALAN HOFFMANN

CIJE

4/3/95

To: Jehuda Reinharz, Irv Epstein, Jonathan Sarna and the
Hornstein Faculty
From: Joe Reimer
Re: Meeting with Mort Mandel's people

On Friday, March 31, I travelled to New York to the office of the CIJE to meet with Alan Hoffmann and Barry Holtz to follow-up on the phone conversation that Jehuda had with Mort Mandel. Mort has been expressing interest in the CIJE's working with Brandeis to help the university position itself to assume a more active role in the American Jewish community with particular reference to Jewish education. Mort will be in Boston later this month and meet with Jehuda to further discuss this possibility. He indicated to Jehuda that he would be personally interested in this project and would be prepared to help support a planning grant. I went to New York to discuss both the planning process and the possible grant.

Alan Hoffmann, who works closely with Mort, opened the conversation by indicating several themes I have heard before: Mort is excited by this project because it involves Brandeis as a transdenominational Jewish institution and because Jehuda represents the kind of leadership for Brandeis that he would back. The basic assumptions are these: Mort wants to back a meaningful planning process by which the university under Jehuda's leadership would assess its resources against the educational needs of the Jewish community and develop plans -in consultation with appropriate consultants -for how Brandeis could maximize its resources for contributing to the field of Jewish education. Alan stressed that the Mandel family has special interests in helping to develop institutions of higher learning(as they have done with Case Western in Cleveland and the Hebrew University).

To be more specific and refer back to previous conversations, while Brandeis' main contribution to Jewish education currently comes from the training of Jewish educators through the Hornstein Program, Brandeis has a number of resources which could be further developed. They include: (1)undergraduates with Jewish professional interests who could receive more guidance and training while at Brandeis; (2) more Hornstein and NEJS grad

students who could receive systematic training in Jewish education; (3) summer school and continuing education programs that could be designed for Jewish teachers and other professionals who need more relevant training in Judaics; (4) workshops and diploma programs for school principals and other professionals who need more training in management, planning and fund-raising skills; (5) a more developed research capacity in the Cohen Center and elsewhere to help the field learn more about what works effectively and what does not.

This is not an exhaustive or final list, but illustrates the possible conjunction of interests between Mandel, the CIJE and Brandeis. Mandel and the CIJE are interested in developing a continental plan for how over time to develop this field. They see Brandeis as a potentially large player in the field. They stress that while it is sensible to look towards the Hornstein Program to give leadership to this planning effort, it should be the university as a whole, with Jehuda at the lead, that is developing its resources for serving the educational needs of the Jewish community.

We devoted a large segment of the meeting to discussing a strategy for how to involve the university in this planning process and came up with the following scenario. (This comes out of previous conversations, but crystalized on Friday. It is a rough scheme that needs further input.)

1. Jehuda would announce the formation of a faculty task force on Brandeis' role in serving the North American Jewish community. The task force would be made up of faculty and administrators from around the university (perhaps 20 members) who would meet periodically over the next year or 18 months to deliberate on how Brandeis could maximize its contributions, with special attention to the field of Jewish education -broadly construed.

2. Serving this task force would be a small steering committee made up of perhaps 6 members with greater expertise in Jewish education. This committee would meet regularly and "staff" the larger task force and carry out the data gathering and analysis needed to move this planning process ahead. Mandel would be asked to support the work of the steering committee by lending it the consulting power of CIJE staff and by paying for an administrator who would manage the flow of work.

3. Parallel to faculty task force Jehuda would form an advisory group of top lay leaders who would help the task force see the larger picture of American Jewry. This group might meet together only once or twice, but would be kept in contact with the planning process as it unfolds. This group would be small, but influential. It might include people like Mandel, Charles Bronfman, Peggy Tishman and the Krafts. They should be the kind of people with a broad overview and a capacity to support the new programs that the task force would plan. Perhaps this group should include some members of the Brandeis board.

4. As the taskforce is doing its work, it would probably want to consult with various experts in the fields of general and Jewish education. The budget that is developed should reflect this need.

5. The planning process would conclude with the presentation to Jehuda and the board of a concrete plan of action for how to develop Brandeis' capacities in these areas. If the planning is done well there should be in place the support needed to both actualize these plans and finance their development.

This is as far as our conversation went. At this point I was way ahead of any consensus that we developed at Brandeis. I told Hoffmann and Holtz that I would bring these ideas back to you for consultation. Nothing here is more than suggestive, but we are working -as usual -with some time constraints. If we want to proceed with a budgetary request to Mandel for next year, we need to send the budgetary proposal to Hoffmann by April 11 so he can prepare Mort before the meeting with Jehuda. If we need more time to consider whether we want to embark on this effort, let us also signal that to them in advance of Jehuda's meeting.



Brandeis University

Jehuda Reinharz
President

April, 1995

Dear Friends,

Spring has arrived and it has brought renewed excitement to the campus. While students prepare their final papers and make plans for summer and beyond, maintenance crews are busy clearing, trimming, and seeding so the campus looks its best. The events center staff has been working overtime to ensure that the just completed inauguration and the upcoming commencement festivities proceed flawlessly.

In this letter I want to share with you some news and achievements, as well as some of my concerns.

This year's commencement is eagerly anticipated because of the outstanding individuals we are honoring with the degree of Doctor of Humane Letters: Walter Annenberg, former ambassador to Great Britain, art collector, and president and director of the Annenberg Foundation, is an unflagging supporter of education who has provided more financial support for higher education than any other individual; Conor Cruise O'Brien, literary critic, diplomat, dramatist, professor, politician, was the former Irish delegate to the United Nations and the special representative of Dag Hammarskjöld; Miles Lerman, chairman of the U.S. Holocaust Museum Memorial Council and himself a Holocaust survivor, is a tireless negotiator and fund raiser committed to ending ethnic strife wherever it occurs; Louis Perlmutter '56, senior partner at Lazard Freres & Co. in New York and the first alumnus to serve as chairman of the Brandeis Board of Trustees, is an internationally known investment banker and a leading specialist in mergers and acquisitions who has been a devoted supporter of Brandeis; Daniel Shorr, is an award-winning print and broadcast journalist, foreign correspondent and commentator, and one of the deans of broadcast journalism; and actress, singer, producer, writer, director and philanthropist Barbra Streisand, who will be on the Brandeis campus to accept her first honorary degree. The Sony Corporation has endowed a Barbra Streisand Scholarship in recognition of her honorary degree.

I am pleased to report that David Gould, the dean of admissions and his staff, have accomplished their goal of creating an excellent pool of applicants for the class of 1999. For the second year in a row, Brandeis received a record number of undergraduate applications! Applications are nearly 6 percent ahead of last year with 4,520 applications for 780 first-year places in the class of 1999. This includes a 3 percent increase in international applications, a 36 percent increase in applications from African Americans and a 16 percent rise in Asian American applications.

Graduate applications are running about 10 percent ahead of last year, the fourth year in a row of similar or larger increases. While some New England graduate schools report decreases in applications, I believe our success is a clear reflection of the quality of the faculty and the strength of our graduate programs. Later this month I will be traveling with David Gould to Colombia and Mexico in search of talented and qualified undergraduate and graduate students.

When I was appointed president last year, I identified as one of my six priorities the enhancement of student life and the experience students have outside the classroom. The initiatives we began this fall, such as Friday Fest, extended hours for the coffee house on campus, and a weekend bus to Cambridge and Boston, have been very popular with students and have struck a responsive chord with parents. Mr. and Mrs. Martin Grove of Tarzana, California, whose son Geoffrey is a first-year student at Brandeis, have generously provided funding for the first year of the shuttle bus and the expanded coffee house hours.

One of our most magnificent gifts in 1994 came from our alumnus Herbert Beigel '66, founding partner of the Chicago law firm of Beigel, Schy, Lasky, Rifkind, Goldberg & Fertik, who together with his wife Nancy, made a \$3 million gift to establish The Herbert and Nancy Beigel Main Stage Theater in the Spingold Theater Arts Center. Not only is this the largest single gift to the University by a Brandeis graduate, it is also the single largest gift ever given in support of the performing arts in Boston. Herb Beigel made the gift, in part because he and his wife "believe the presence of the theater is an important ingredient in the cultural life of the entire community." The Beigel Main stage was formally dedicated on April 2 following a performance of Anton Chekov's *The Cherry Orchard*.

The Beigels' gift ensures the viability of the main stage productions and the quality of the theater arts programs. It also gives clear evidence that the Brandeis alumni are now providing major support and leadership for the University. Herb Beigel has mentioned to me on a number of occasions that he hopes his gift will inspire other alumni to follow his example in whatever way they can.

The University recently became the beneficiary of the Philip Fishman Trust, which will provide \$750,000 to begin renovating the Usen Castle. Replacing the aging heating system embedded in the thick fieldstone walls of the building is a major priority. Built in 1928, our Castle is a campus landmark and symbol. The gift will enable us to preserve a building which is on the National Register of Historic Places. Work on the castle is scheduled to begin in May and if all goes well with the heating and ventilation system, it should be completed before students return in the fall.

A donor who has asked to remain anonymous has donated a replacement vehicle for the Brandeis Emergency Medical Corps, a dedicated group of students all of whom are Massachusetts certified emergency medical technicians.

As everyone knows, the Rose Art Museum mounts outstanding exhibitions of modern art. The recent Joan Snyder exhibition, which garnered a rave review in *The Boston Globe*, has been named the best regional exhibition in the country for 1993-94 by the International Art Critics' Association. The entire museum staff deserves congratulations.

Earlier this year the University honored two faculty members for excellence in teaching. Associate professor of English John Davies Burt, praised for his enthusiasm and engaging lectures, and an "ability to spark interest and even awe in the texts he teaches," was awarded the Louis Dembitz Brandeis Prize for Excellence in Teaching. Neil Simister, assistant professor of molecular immunology, won the Michael Walzer Award for Teaching. The two were chosen from among 55 faculty nominated by undergraduate and graduate students and by faculty and staff.

The Florence Heller Graduate School for Advanced Studies in Social Welfare has joined forces with Tufts University School of Medicine and Northeastern University's Graduate School of Business to offer a joint MD./M.B.A. in health management. The first

program of its kind in the country, the combined degree will allow medical students to earn both an MD. and an M.B.A. in health management in four years. The Heller School will provide the courses in health management. In the words of Jack Shonkoff, dean of the Heller School, the aim of the program is to make doctors as "comfortable with spreadsheets as they are with bedsheets."

This continues to be a very good year for the Brandeis intercollegiate athletic program. In my last letter I told you about our All-American soccer player Ken Hannan. I am pleased to announce that senior Eleena Zhelezov is the current NCAA Division III record holder in the triple jump. We are also the 1994 New England Women's Eight Tennis champions for the second year in a row.

The University continues to appoint outstanding individuals to serve on the Board of Trustees. Suk-Won Kim '70, chairman of the Ssangyong Business Group, the sixth largest business conglomerate in Korea, has just been elected to the board. Thomas Friedman '75, foreign policy columnist for *The New York Times* and two time Pulitzer Prize winner, and professor Joel Fleishman, of Duke University and president of Atlantic Philanthropic Service Co. Inc., have been elected to five-year terms as trustees. Jeanette Lerman '69, vice president of corporate communications for Time Warner, and Ken Kaiserman '60, president of Kaiserman Management Co. Inc., have both been elected as alumni-term trustees.

Let me turn now to some of my concerns.

I feel it is important to plan for the future. To help me in this task, Provost and Senior Vice President for Academic Affairs Irving Epstein and I, with the cooperation of the Faculty Senate, have assembled a group of faculty and administrators to review where the University should be in the next five to 10 years. The group, which I have called "Brandeis 2000", is free to examine all areas of the University and is mandated to think creatively about how we can remain academically strong and achieve greater fiscal stability. Any changes, however, must be linked to the following: Brandeis will remain a liberal arts college within a powerful research university. It will also remain a Jewish sponsored non-sectarian university. Everything else is open for discussion. Brandeis 2000 will build on the Equilibrium Plan which has served as our blueprint since it was approved in 1992.

As you know, the Equilibrium Plan had to adjust to a fast changing environment. Some assumptions were borne out by events, others were not. For example, the 3.9 percent increase in billed charges for 1994-1995, (instead of the anticipated 6.6 percent) was the lowest in 20 years. Unfortunately, financial aid increased by 11 percent, meaning lower net revenues than originally projected. The silver lining in this is that *U.S. News & World Report* listed Brandeis among its 25 best buys. Although that rating is a marketing coup, it also means that over the past three years, net revenue per undergraduate student has increased by a mere one percent annually.

The continuing financial aid pressures on our budget mean that we will increase total billed charges by 4.9 percent for 1995-1996 or \$27,714 with the 14-meal plan. This rate of increase is well within the average increase of the other top private institutions, though this may be scant comfort to many families struggling to pay for their children's college education.

There are other matters that greatly concern me in addition to the cost of tuition. They include the relatively non-competitive faculty and staff salaries and the deferral of maintenance of some of our buildings.

One solution to all of these problems is an increase in the endowment. A \$200 million endowment is simply inadequate for a research university with an annual operating budget of \$160 million. The rate at which we are forced to use earnings from the endowment is higher than we would like. There is a circular problem here: raising funds for budget relief diminishes our ability to raise funds for the endowment.

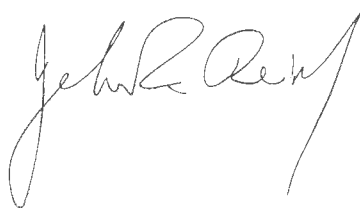
Parents, students, indeed all of us must pay heed to legislation pending in Congress. There are several bills under consideration that would affect us deeply. One proposal would eliminate the in-school interest subsidy, which allows those who qualify, to waive the interest payments on their college tuition. That would adversely affect working and middle class families. For Brandeis students, it would mean an increase of \$450,000 in payments. I am proud of those Brandeis students who have already shown their displeasure by joining with other students across the country in expressing their views about these proposed cuts. It is important that each of you let your congressmen and senators know your opinions.

We must not let these clouds obscure our view of this extraordinary institution. Brandeis today, by almost any objective measure, is a better institution than it was at any time in the past. I refer to the overall quality of the faculty, the quality and number of graduate students, the quality and prestige of our science programs, the quality and scope of faculty research, the quality of support facilities, the breadth of the curriculum, the quality of student life, the quality and effectiveness of our administration and the quality and extent of our physical facilities. We must not let our need to strengthen undergraduate admissions, blind us to the strengths and accomplishments of the University. The idea that Brandeis was better ten, twenty, thirty or forty years ago is simply a myth. The only thing unique about Brandeis thirty or forty years ago was that it was newer and smaller.

"Brandeis 2000" will help us plan a capital campaign to coincide with the celebration of the 50th anniversary of the University in 1998. I remain optimistic that over time we will be able to build an endowment worthy of this University. We will achieve this with the help of each and every constituency of this University. My travels have convinced me that support for this University is widespread and runs deep.

Many of you came to my inauguration. Many others will be joining us for an exciting commencement weekend. On behalf of the entire Brandeis community let me wish each of you a Happy Passover and a Happy Easter.

With best wishes,



Sunny

(Brandeis U.
file)

please make sure we get to him
on Thursday April 20th - he has
already had a copy, but may not have
it with him. a.

1

MEMORANDUM

TO: Morton L. Mandel

FROM: Alan D. Hoffmann

DATE: April 5, 1995

RE: Brandeis University Planning Process

Barry and I met this past Friday, March 31st, with Joe Reimer who came to New York from Boston and spent a couple of hours with us. What has emerged from our discussion is the following proposal he needs to put in writing and then take to Reinharz:

1. A very high level faculty group consisting of some 15-20 senior faculty drawn from all areas of the University will be put together at Brandeis. This will be the core planning group which will meet every couple of months over a twelve month period.
2. There will be a steering committee of this planning process that will consist of Reimer, Susan Shevitz of the Hornstein Program; the Provost of Brandeis University or his representative; senior members of the Jewish Studies faculty; a couple of senior faculty drawn ad hoc from the University by the President; Barry Holtz and Alan Hoffmann of CIJE. This core planning group should number no more than seven or eight people.

3. The planning group whose mission is to look at Brandeis University's role for Jewish education in North America will formally be an academic committee appointed by the President of the University.
4. The Chairman of the Board will appoint a small lay advisory committee to this process which will consist of some key members of the Board and some additional national figures in Jewish education in North America (MLM included).
5. The notion of an academic advisory committee consisting of some eminent Brandeis graduates scattered throughout the country was noted. It will be very important to gather support from outstanding Brandeis alumni but it will be very expensive to bring such a committee together. It was thought that it may be more feasible for the person who is running this planning process to meet (New York, Chicago, The West Coast) with outstanding Brandeis alumni who are to gather their support.
6. CIJE will be centrally involved in the entire process and the calendar of the meetings of the core steering group (somewhere around every three weeks) would be negotiated around ADH's 1995/96 calendar.
7. This entire process is going to require additional staff support. It was our feeling that rather than hire a planner for the process from outside of Brandeis, it would make more sense to secure additional high level administrative support (graduate student). This should include someone who could write documents and notes of meetings. The actual planning process would then continue to remain firmly in the hands of academics in the University.
8. Joe Reimer is going to take all of this back, incorporate it in a document, work out a budget, and present it to Reinharz who will in turn make a presentation to you when he

meets with you on April 22.

We will have an opportunity to discuss this further at our April 10th Telecon.

5/7/95

Dear Alan and Barry,

To focus our thoughts on the future of Jewish education at Brandeis, I thought to list the projects that loom largest on our planning horizon. I think we at Hornstein feel that the best way to utilize the potential connection between Brandeis and CIJE is to bring you in on the projects that we are already beginning to plan. The "we" is not Hornstein alone, but "the university" in its different manifestations.

PROJECTS

1. **Jewish educational leadership training:** The 3 year Wexner grant that has recently come to its end has left Hornstein with some money to plan a next step along with JESNA. We are convinced that the training of new principals for Jewish schools is a crying need that Brandeis should address. This is not a project for Hornstein alone, but one that could involve NEJS, Heller and other institutions. Planning for a next step is a high priority.

2. **Training nonformal Jewish educators:** The work we at Hornstein and NEJS have begun with BBYO is likely to continue and expand. We hope this is the beginning of a larger focus within Brandeis on training nonformal Jewish educators. We need help thinking through the next steps.

3. **The Communal day school high school in Boston.** A series of conversations between the Schechter School and Brandeis have begun to discuss possible collaboration in starting a communal day high school. This already involves the president and provost. It might involve- besides Hornstein - NEJS, the science and humanities departments. There are many hurdles to be crossed, but this is the project with Reinhartz' clearest backing and real communal interest. It also coincides with my involvement with the Steinhardt project in New York. Here we will certainly need help.

4. **Hornstein-NEJS collaboration.** These two departments -under the recent chairs -have begun to work closely together. The partnership began with a dual 3 year MA for students in J.Ed. and continued with the BBYO and the Jews of Boston projects. Now it is ready to expand as NEJS seriously considers the question of directing some of their MA and PH.D. students towards careers in J. ed. Hornstein wants to expand the dual MA and help with the other grad students. Help in planning the next steps is needed.

These are not one year projects and not every step can be taken at once. But these represent Brandeis priorities and as such are a good place to discuss actual collaboration with CIJE and a small planning grant.

Brandeis File

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

August 14, 1995

Dear Jehuda,

I want to acknowledge the revised proposal, which will now be processed by our foundation. It looks good to me.

We will get back to you very quickly, and as always, warmest personal regards.

Sincerely,



MORTON L. MANDEL

Mr. Jehuda Reinharz
President
Brandeis University
The Irving Enclave
Waltham, MA 02254

cc: Alan Hoffmann



Brandeis University

cc: Alan Hoffman

Jehuda Reinharz
President

August 8, 1995

Mr. Morton Mandel
Premier Industry Company
4500 Euclid Avenue
Cleveland, OH 44130

Dear Mort,

I am pleased to enclose a revised proposal for your review which incorporates the changes you discussed over the phone the other day with Susan Krinsky from our Development Office.

I am delighted that we are moving ahead on this project. It promises to be an exciting process and I very much look forward to working closely with you over the coming months.

Again, I want you to know how much I appreciate the interest you have shown in Brandeis. I hope I will have the pleasure one day soon of hosting you on a visit to the campus. Until then, with my warmest regards,

Sincerely,


Jehuda Reinharz

JR:jg

Enclosure

Mort, It was great talking to you. Hope you get to relax and enjoy Cleveland in the summer. Best, Jehuda

The Irving Endowment

Waltham, Massachusetts
02254-9110

617-736-3001
617-736-8699 Fax
617-736-3000 TTY/TDD

**A PROPOSAL TO THE MANDEL ASSOCIATED FOUNDATIONS:
A PLANNING PROCESS FOR JEWISH EDUCATION AT BRANDEIS**

RESPONDING TO A CHALLENGE

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. The responsibility for developing Jewish identity and instilling a commitment to Judaism now rests heavily with education.

A TIME TO ACT

With the publication of A Time to Act (1990), the Commission on Jewish Education in North America issued a clarion call for the organized Jewish community to place Jewish education on the top of its priority list. More specifically, the Commission put forward a series of concrete steps that the Jewish community should take to successfully respond to the challenge of revitalizing the education of its people.

The first of these steps is building the profession of Jewish education.

Profession building, as envisioned by the commissioners, will be accomplished by creating a North American infra-structure for recruiting and training increasing numbers of qualified personnel; expanding the faculties and facilities of training institutions; intensifying in-service education programs... (p. 55).

Another step involves developing a research capacity.

A research capability for Jewish education in North America will be developed at universities, by professional research organizations, as well as by individual scholars. They will create the theoretical and practical knowledge base that is indispensable for change and improvement (p. 70).

During the past five years many organizations, including federations, synagogues, JCCS, colleges and seminaries, have begun to respond to the challenges set forth by the Commission. But a crucial player in this effort has to be the research university, for in our society, the training of educational personnel and the conducting of educational research takes place at their highest levels at the university. The success of the Commission's agenda in part will depend upon the involvement of research universities in the task of revitalizing Jewish education.

Brandeis University has a great stake in the future of North American Jewry. Founded by the North American Jewish community in 1948, Brandeis has functioned as both a non-sectarian university and as a partner in the Jewish community's phenomenal growth on this continent since the end of World War II. Under the current leadership of Jehuda Reinharz, who is the first professor of Jewish Studies to serve as president of the university, Brandeis is fully committed to playing a primary and dynamic role in the Jewish community's campaign to revitalize Jewish education on this continent. Fortunately, Brandeis University brings considerable resources to this effort.

WHAT ARE THE BRANDEIS RESOURCES?

- 1. Brandeis is a trans-denominational institution and its involvements in Jewish education are trans-denominational, fostering pluralism within the Jewish community.**
- 2. Brandeis serves the national and international Jewish community. While the University maintains important relationships with the Boston-area Jewish community, the focus of its involvements in Jewish education will continue to be continental in scope.**
- 3. Brandeis is a research University. Its involvement in Jewish education would have a strong research base.**
- 4. Brandeis has a world-class department of Near Eastern and Judaic Studies. Its involvement in Jewish education would draw upon and develop this rich resource.**
- 5. Brandeis has strong graduate professional training programs including the Hornstein Program and the Heller Graduate School for Advanced Studies in Social Welfare. Brandeis involvement in Jewish education would draw upon and develop these strengths in professional training on a graduate level.**
- 6. Brandeis has a population of undergraduates who aspire to serve as professionals in the Jewish community. Its involvement in Jewish education would draw upon the educational strengths of this population.**
- 7. Brandeis has a leadership with great interest and commitment to this area. Brandeis involvement in Jewish education would draw upon the counsel of its professional and lay leaders.**

WHY A PLANNING PROCESS NOW?

As Brandeis University under the leadership of Jehuda Reinharz has become increasingly engaged in working with the North American Jewish community, a plethora of possible avenues for involvement has opened. While the mission and resources of the University usually govern decisions on where to get involved, there are cases where it is unclear if and how Brandeis should actually become involved. Such cases raise the question: Given Brandeis' resources and interests, what are the University's priorities in serving the Jewish community?

To take an example, the presence of a strong and vital Near Eastern and Judaic Studies department speaks directly to the University's commitment to both produce knowledge on Jewish subjects and to teach that knowledge to its students. But to what extent does the University seek to make this enormous resource of knowledge available to the teachers of Judaica who work in day schools, synagogues and Jewish community centers across the continent? Indeed, would the University know how to make this resource more widely available if it chose that as a priority?

To take a second example, the presence of the Hornstein Program in Jewish Communal Service speaks directly to the University's commitment to train professionals to work in the fields of Jewish communal service and Jewish education across the continent. But to what extent does the University want to make these training resources available to the thousands of Jewish professionals who already work in the field, but need to update their skills and knowledge base? Indeed, would the University know how to make these resources more widely available if it chose that as a priority?

To take a third example, several groups have approached the administration to ask for Brandeis' help in starting Jewish day high schools. No one doubts this is a timely and worthwhile project. No one doubts that Brandeis has the capacity to help in a variety of ways. But there are real questions about whether this is an appropriate project for Brandeis involvement in terms of the allocation of scarce resources.

The primary purpose of a university planning process for involvement in Jewish education is to determine what Brandeis' priorities ought to be in serving the educational needs of the Jewish community. What are the strongest resources that the University has to contribute in this area? What are the persistent and global educational needs of the North American Jewish community? What are the areas where a Brandeis involvement would make a real difference? What are the opportunities for gaining sufficient financial support to make significant University involvement possible over the long run? How can Brandeis capitalize upon its involvements in ways that will strengthen the resources of the University?

Finding answers to this array of questions requires involving key parties from around the University, consultants from the Jewish community, lay leaders with access to financial support and researchers who can help gather the needed information. It requires a planning process that assesses the strengths of the University and the needs of the Jewish community and produces a convincing blueprint for how Brandeis can best develop and invest its resources in this vital area.

WHAT ARE THE QUESTIONS TO BE EXPLORED?

This proposed planning process would begin by addressing a set of questions to be explored.

1. What are Brandeis' current involvements in Jewish education?

There needs to be an assessment of both the programs and resources that Brandeis currently offers. This also would include the alumni who are involved in the broad field of Jewish education.

2. How well does Brandeis carry out its current involvements?

What are the strengths and weaknesses of what Brandeis currently offers? There are ways of assessing the strengths and weaknesses and that assessment is an important part of the planning process.

3. What are the evolving educational needs of the North American Jewish community?

The North American Jewish community has produced reports that attempt to document the pressing and systematic educational needs of the community. While these are relatively well-known, determining which needs a university like Brandeis can address most effectively is a crucial part of the planning process.

4. How can Brandeis build upon its strongest resources to meet a set of identified needs of the Jewish community?

Once the educational needs of the community and the strengths of Brandeis resources are identified, the question becomes: How can Brandeis position itself to build upon its best resources to address a set of those communal needs? That matching of resources to needs will grow from a clearer sense of Brandeis' priorities in revitalizing Jewish education.

5. What are the University's highest priorities in developing its resources to serve the identified educational needs of the Jewish community?

As the Brandeis mission in Jewish education becomes clearer, it will become possible to set University priorities as to which of its resources to develop in serving the Jewish educational community. By the end of the planning process, that list of priorities will serve as a blueprint for Brandeis' developing involvement in serving the educational needs of North American Jewry.

WHAT ARE THE OUTCOMES TO BE ANTICIPATED?

A successful planning process will provide the University with the following outcomes.

- 1. An inventory of existing University resources in Jewish education and related areas.**
- 2. An analysis of strengths and weaknesses of existing resources.**
- 3. More precise knowledge of the educational needs of the North American Jewish community.**
- 4. Greater clarity as to the match between the community's educational needs and Brandeis' resources in Jewish education.**
- 5. Development of a clearer Brandeis mission in Jewish education with priorities for developing existing or new University resources in Jewish education.**
- 6. A multi-year plan to develop those Brandeis resources and to seek funding for their development.**
- 7. Greater faculty and lay involvement in and support for the existing or new Jewish educational mission of the University.**

WHO IS TO BE INVOLVED IN THE PLANNING?

The planning would be characterized by concentric circles of people who would be involved in the process. Starting from within the process, the circles of involvement would include:

1. **The faculty task force.** Appointed by the President, the task force members, a group of 10-12 faculty and administrative officers, would meet regularly over the course of the year and serve as the main deliberative body of the planning process.
2. **The steering committee.** Made up of three members of the task force, two members of the Council for Initiatives in Jewish Education (CIJE), who will be serving as regular consultants, and staffed by the coordinator of the planning process, the steering committee will meet on a more regular basis and function as the driving force behind the planning process.
3. **The regular consultants.** Two members of the Council for Initiatives in Jewish Education (CIJE) will serve as on-going consultants to the planning process. They would attend all meetings of the steering committee in addition to select meetings of the task force. They will be the main source of information on the educational needs of the North American Jewish community. Other educational consultants will be added where needed.
4. **The lay advisory board.** Appointed by the President, the members of the lay advisory board would serve as a sounding board for the development of the Jewish educational priorities of Brandeis. Consisting of six to eight members, including a member of the Brandeis Board of Trustees, the advisors would meet with the President over the course of the process as necessary and also be in more regular individual communication with the steering committee.

WHAT IS THE TIME FRAME FOR THE PLANNING?

STEPS ALONG THE WAY

1. Selecting the staff coordinator for the planning process.
2. Selecting the members of the task force and steering committee.
3. Selecting the members of the lay advisory board.
4. Initiating the meetings of task force and steering committee members and CIJE consultants.
5. Initiating the inventory of current programs and resources in Jewish education.
6. Initiating data gathering to assess strengths and weaknesses of existing resources.
7. Examining the educational needs of the North American Jewish community as reported by consultants from the field.
8. Generating from the groups above the visions of possible directions that Brandeis could move in developing its resources vis-a-vis current resources and communal needs.

Ginny and I intend to process the grant as proposed to Brandeis to get the process started. When you and I meet with the Brandeis people we can propose a second grant if that makes sense.

It would be great if we could meet with the Brandeis group the day before the General Assembly (November 15). That way I could do this with one trip. Otherwise let's pick a date starting with your calendar.

Please Advise.

from : Richard Shatter
8/29

SCHEDULE FOR 9/12 MEETING

10:00 Richard and Alan arrive - meet with Joe and Susan

10:45 Tour of campus

11:45 Short meeting with Jehuda Reinharz

12:00 lunch at faculty club

1:30 Meet with Marc Brettler of NEJS

2:00 Alan leaves; Richard and Joe meet with Amy Sales

3:00 Richard leaves

WHAT ARE THE NEXT STEPS FOR THE MANDEL PROCESS?

1. The faculty taskforce:

On board: from Hornstein: Reisman, Shevitz, Reimer
from Cohen Center: Sternberg
from NEJS: Brettler, Fishman, Green, Mintz
from administration: Dan Terris

Suggested, but not yet on board:

Heller faculty member
Steve Whitfield
Joyce Antler
Steve Burg
Sylvia Fried?

Should we involve outside people besides consultants? eg:
fieldwork supervisors in J.ed.
academics - Scheffler, B. Newfeld

2. Steering committee -

We know that Reimer, Shevitz, CIJE and a consultant will form Steering Committee. There should be another faculty member? Who?

3. Lay Involvement -

We want a parallel lay process to evolve. We know of Mort's interest in being involved. How should this play out?

4. Consultant -

We have spoken to one experienced process consultant - Dr. Steve Antler -who has expressed an interest. Process consultation would be very helpful and relieve some the heavy burden of running the process. Antler is good, available and expensive. How to define a role for him? Alternatives?

5. Preparing for first taskforce meeting - 10/23

After completing the taskforce membership, we have to write a letter of introduction for the members. We have to assemble a steering committee and begin to prepare the agenda and the materials for that meeting. This requires formulating the goals of the process, the tasks of the taskforce, a proposed timeline and a picture of how this process might unfold over time.

6. Leadership Tasks

The leadership of this planning process has a number of tasks to accomplish. Let's think how this can best be accomplished.

Tasks:

- bringing members on board
- getting the steering group up and running
- preparing written materials
- communicating with Reinharz, CIJE, consultant
- beginning a lay process
- assessing Brandeis resources
- surveying the needs of the field of Jewish education

Possible players:

- Reimer and Shevitz
- Antler or other consultant
- other faculty
- researcher help: Center or student
- administrative help
- CIJE



Brandeis University

Philip W. Lown
School of
Near Eastern and
Judaic Studies

Benjamin S. Hornstein
Program in Jewish
Communal Service
Waltham, Massachusetts
02254-9110

617-736-2990
FAX: 617-736-2070

September 13, 1995

Alan Hoffmann
CIJE
15 East 26th Street
New York, NY 10010

Dear Alan,

Here is the memo I composed to explain our meeting to Jehuda and the faculty. I hope I accurately captured the points made. I greatly appreciated the candor of our meeting and the faith you and Richard are investing in Brandeis. Now we have some management questions to answer. We'll be back to you next week.

Regards,


Joe Reimer

fax: 212-532-2646
ng

5 pages

9/13/95

To: Jehuda Reinharz, Hornstein and Cohen Faculty
From: Joe Reimer
Re: Visit with Hoffmann and Shatten

Yesterday, as scheduled, Alan Hoffmann, the director of the CIJE, and Richard Shatten, the Cleveland-based executive director of the Mandel Philanthropic Program, came to discuss with Susan Shevitz and myself the proposal that Brandeis submitted to Mort Mandel to fund a planning process for the university's increased involvement in the field of Jewish education.

The visit was initiated by Hoffmann who was responding to Shatten's concern that our proposal might be underfunded. Hoffmann told me he wants to involve Shatten in the work of the CIJE. Not only does Alan deeply respect Richard's intelligence, but he also realizes that when his term as head of the CIJE ends in August, 1995, Richard will remain a key advisor to Mandel. Of course Richard has no expertise in Jewish life and is quite modest about his place in the Mandel system; yet he works out of Cleveland and is in the Mandel mode of a no-nonsense, intelligent MBA business consultant. Alan is betting on Richard's future in the organization and wanted Richard to meet the Brandeis players and get a sense of the University as soon as possible.

Richard wasted no time in getting started. He had carefully read the proposal, liked it, but had a number of concerns.

1. When Richard headed Cleveland Tomorrow - a non-profit organization created by Cleveland-based corporations to turn around the image of the then bankrupt city - he extensively built upon the resources of Case Western Reserve University to create a variety of centers to deal with the problems of the city. In that process he learned that there is an inherent tension in asking academics to tackle real-world problems. They tend to turn the task into an academic assignment and focus upon the issues and questions that are most fascinating to their discipline. Some of the most immediate questions are dismissed as trivial and uninteresting. Some of the time-driven tasks are diverted in favor of the slower pace of academic reflection.

Richard wanted to know how we intended to handle that tension at Brandeis. In response we recited some of the history of this university, acknowledging the strong original privileging of high scholarship over professional programs. Yet we also explained in detail how programs like Hornstein and Heller have become far more integral to the university's mission and far more integrated into the mainstream of the culture. The changing relationship between NEJS and Hornstein is a case in point. There is a record of and new respect for getting things done in the world.

Hoffmann and Shatten, p.2.

2. Richard was concerned about how an initiative in Jewish education would be located within the structure of the university. Would it become isolated and marginalized?

We recited some of the familiar history of the relationship of the president's office to the Jewish mission of the university and to the Hornstein Program in particular. We explained how that mission has been embraced by the current president and how closely we have been working in tandem. That Richard and Alan would later meet not only Jehuda, but also Irv, Robin, Nancy, Antony Polonsky (whose brother was in Alan's class in South Africa) and Dan Terris brought home to them that this effort would not be closeted within the Lown building. Yet, as you will see, this concern remained a major theme of the conversation.

3. Richard was concerned that this planning process was underfunded and understaffed. He acknowledged that the limits on the budget had been set by Alan and that Alan was accurately reading Mort in advising that we come in with a low figure. Yet there was the possibility that Richard could now go to Mort and advise that this process cannot be done well unless it is funded at a higher level. Mort might say no, but he might listen. How did we intend to proceed with current funding? What might more money allow us to do?

We spoke of our recent plans under current funding to hire both a process consultant to help push the process forward and a researcher to help with gathering the data needed for making informed decisions. They immediately rejected this strategy. They do not believe that an outside consultant -no matter how expert - could manage an inside process. They insisted that for this planning process to work it had to have leadership from within. They wanted us to think of ourselves as the process leaders.

We were completely frank in admitting that under current circumstances neither of us had the time to make this process work. It was very helpful for them to hear that same message from Jehuda. It underscored for them the need to get more funding to find a way to release one or both of us to do the job properly. This is a key question to which we returned again and again.

4. Richard was concerned that in most of the work we do at Brandeis we bring people to the campus rather than go out to people where they are. In his view, for Brandeis to play an effective role in Jewish education -particularly in the main Mandel agenda of professionalizing the core of Jewish educators, the university will have to develop mechanisms like distance learning and "franchises" in other corners of the continent.

Hoffmann and Shatten, p.3.

We acknowledged our preference for holding continuing education forums on campus, but cited the Brandeis presence through Women's Committee in communities around the country. We also cited the Tobin operation in San Francisco and the BBYO project in Wisconsin as a start in projecting Brandeis' academic presence to other corners of the continent.

Over lunch at the faculty club they wanted to learn more about what was going on at Brandeis. It turns out that Alan - who this year is commuting between Jerusalem and New York - has become involved in a similar planning process at the Hebrew University. So he asked about the Brandeis 2000 Committee and the possible Capital Campaign for 1998 - for they have their analogues at the Hebrew University. In Alan's view providing leadership for this planning process requires thinking through the links between how Brandeis projects itself in the Jewish community and how it plans its future staffing patterns and fund-raising goals.

Between the lines Alan and Richard are conveying this message: Mort Mandel would like to see Brandeis think in larger terms about its role in the American Jewish community - particularly in relation to Jewish education. That means that the Jewish mission of the University needs to be conceptualized in ways that the whole faculty and the board can buy into. It means that the Jewish educational mission has to come out of its isolation in the Lown building and draw from a larger portion of the university's resources. It means that we would create a mechanism by which Psych and Heller faculty might join NEJS and Hornstein faculty to plan a certificate program for principals of day schools in the Florida region. (This kind of cross-faculty planning is also envisioned in the proposal to the Spielberg people.)

Alan and Richard understand that we are in the midst of talking with the Bronfman and Spielberg foundations. They welcome that and stress that the purpose of the planning process is not to supplant other efforts, but to coordinate them. Let Brandeis develop a master plan for its goals in Jewish education and fold the other initiatives in as part of that plan. They stress that this planning process should not be called the Mandel process, but the Brandeis process. While Mort wants to be involved and to meet with Jehuda and possibly with other lay leaders, he does not want publicity for himself out of this. He wants the CIJE to be a partner to the process, but it must become a Brandeis process for it to accomplish its goals of making Brandeis a larger player on the national scene.

Richard and Alan suggest that we slow down the process by a month or two to be sure that the leadership for the process is

Hoffmann and Shatten, p.4.

firmly in place before we launch the faculty task force. I feel relieved to slow things down a bit because in fact we face some major decisions in terms of staffing this process. Richard mentioned that he has a meeting of the Mandel Foundation Board on October 8 and it would be best to have a new budget in by then. But he is more anxious that we come up with a workable plan than rush into this. I suggest a broad strategy meeting in the near future.

In my view here are the questions that we need to face squarely in the next week or so.

1. Is the grand vision that this proposal is based upon achievable within the current realities of Brandeis University? Is there a good chance that with the right leadership this planning process can bring faculty and administration together to envision a university plan that is exciting, achievable and fundable?
2. What is the right leadership for this process? Are Hoffmann and Shatten right to suggest that someone from the current faculty needs to be released from enough current responsibilities to give this sustained attention and energy?
3. Who are the candidates for providing this leadership?
4. What arrangements would have to be put in place so that by next semester this person(s) could assume the leadership position? What are the financial and other costs of making these arrangements?
5. What are the parallel steps that need to be taken that would: (a) keep Mandel involved; (b) develop a core of other lay leaders in the process so that we have other potential funders; (c) coordinate with the development office so that this process fits larger fund-raising plans; (d) coordinate with Irv and Robin so that building these resources fits into the Brandeis 2000 plans.
6. What is a realistic time frame for acheiving these goals?

A final word about myself. I simply cannot take on these responsibilities while also trying to direct the Hornstein Program. If we decide to go ahead with this planning process, I can envision taking the leadership position only if relieved of the bulk of the director's responsibilities. I can equally envision staying on as director and playing a supportive role to someone else who takes the leadership role. But doing both is a physical and mental impossibility. Given Susan's current responsibilities, it is also not viable for her to do this on top of everything else. Creative thinking is needed here!



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10/5/95

To: Richard Shatten and Alan Hoffmann
From: Joe Reimer, Brandeis University
Re: Proposal for Grant for Planning Process

Dear Richard and Alan,

I wanted to give you an update on the work that we have been doing to initiate the proposed planning process. This work follows directly from our meeting here on September 12th.

The hardest decision has been how to free up enough time for me and/or Susan Shevitz to give meaningful leadership to this process. As freed up time must come out of time presently committed to the Hornstein Program, we have had to consult the faculty. Three faculty meetings have been devoted to this subject. There is obviously no perfect solution. We thought through the options of freeing up more of my time or Susan's time. In the end, with some encouragement from the president, we decided that I would assume the primary leadership role with Susan assisting with the planning.

Freeing my time requires that we re-arrange some tasks and that we be able to hire some more administrative help. Presumably we could handle that possibility with a supplementary grant.

I also have been considering who could serve as the staff person to help run the planning process. I am thinking of re-arranging the staffing pattern to allow the most able of my staff members to free up half of her current time to join the leadership team. I remain optimistic that will work. Everyone senses the importance of this process and has been willing to help. Susan has been especially helpful in thinking through these issues.

I have been talking to more Brandeis faculty about the possibility of joining this planning process and am pleased with the cooperation. I do believe that if we can get the funding taken care of, we will be off to a really good start within a couple of weeks.

We have set the date of December 5th for the first meeting of the faculty task force on Jewish education. I believe if we get our leadership team firmly in place, we can do the preparatory work needed to make that first meeting a success.

I will be back in touch with more details as quickly as I can.


Joe Reimer



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October 24, 1995

Alan Hoffmann
CIJE
15 East 26th St.
New York, NY 10010

Dear Alan,

Welcome back to the USA. I hope all is well at home in Jerusalem.

Here is the letter to Richard with the supplementary budget. Ginny asked for it by today.

I am glad to get your feedback and make needed changes, if any, before this becomes critical.

I'm looking forward to our speaking soon and to seeing you on November 2 in New York.

Regards,


Joe Reimer

212-582-2646

4 page total



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October 24, 1995

Richard Shatten
Executive Director
Mandel Philanthropic Program
4500 Euclid Avenue
Cleveland, OH 44103-3780

Dear Richard,

Since meeting with you and Alan Hoffmann in September, we have been developing a leadership scheme for the planning process in Jewish education at Brandeis. We agreed with your analysis: the strongest leadership for the planning process would come from those on the inside who know the most about Jewish education and Brandeis University. Susan Shevitz and I are those insiders.

I spoke with President Reinharz shortly after our meeting and he clearly approved our making the needed adjustments if we could do so without harming the on-going operation of the academic program. The difficulty we encountered - as anticipated - was how to free people who are vital to the operation of the on-going program so they could devote the time needed for leading the planning process.

Susan and I took this challenge to our colleagues in the Hornstein Program and the Cohen Center asking for their help in thinking through how we could redistribute responsibilities in mid-course. We developed three working assumptions: (1) We could not allow the Hornstein Program and Cohen Center to suffer as a results of the planing process.(2) We could avoid harming these programs by distributing the leadership between two of us, Susan and myself, rather than concentrating it in one person's hands. (3) We needed an excellent administrative director to move the process along on the ground and take charge of the anticipated flow of information among the participants.

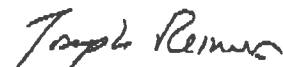
Susan and I have spent much time considering how we could share the leadership. We decided I will take primary responsibility for the aspects of the planning process that involve coordination with the leadership of the university, the CIJE, the Mandel Associated Foundations and the lay advisors to the planning process. Susan will take primary responsibility for working with the Brandeis faculty and other academic resources. She will also chair the steering committee which will be the nerve center of the planning process. Of course Susan and I would participate together in all aspects of the planning process.

We had no doubt who we wanted as the administrative/research director. Susanne Shavelson, a recent Ph.D. in American Jewish literature, who works half-time for Hornstein and half-time for the Cohen Center, is the best administrative/research person in our shop. We wanted

Richard Shatten, p.3

I would be pleased to discuss these items further with you and Alan. We truly appreciate the thoughtful advice you have offered and look forward to beginning the active phase of this planning process by November. We are all convinced this can be a turning point for Brandeis University's role in the field of Jewish education in North America.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joseph Reimer".

Joseph Reimer
Director, Hornstein Program

cc: Jehuda Reinharz, President
Irving Epstein, Provost
Alan Hoffmann