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Brandeis University. Task Force on Jewish Education at Brandeis,
1995-1996.

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Brandeis University

Philip W. Low
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

November 27, 1995

Mr. Alan Hoffmann
Council for Initiatives in Jewish Education

Dear Alan:


The first meeting of the task force for the planning process for Jewish education at Brandeis will be on December 5, 1995 from 3:00 to 5:30 p.m. To prepare you for this meeting, we have enclosed: 1) the agenda for the meeting, 2) an executive summary of the original project proposal, and 3) a copy of *A Time to Act*, a recent report on the state of Jewish education in North America.

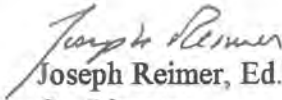
The goals of the meeting are: to give task force members a clear and shared understanding of the planning process; to lay out the major issues in Jewish education in America today; and to understand what each task force member brings to the process. We hope that reading the proposal and *A Time to Act* will begin to address these goals.


Please spend a few minutes between now and December 5 thinking about the resources and interests you bring to the planning process. At the meeting, we will ask each task force member to spend a minute or two reporting his or her thoughts.

If you have any questions between now and December 5, please feel free to contact us. We look forward to seeing you then.

Sincerely,


Susan L. Shevitz, Ed.D.
Co-Director


Joseph Reimer, Ed.D.
Co-Director


Susanne A. Shavelson
Research Associate

enclosures

*A Planning Process for Jewish Education at Brandeis:
A Proposal to the Mandel Associated Foundations
Executive Summary*

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 primarily with education.

With the publication of *A Time to Act* (1990), the Commission on Jewish Education in North America called for the Jewish community to place Jewish education at the top of its priority list. The Commission identified a series of concrete steps that the Jewish community should take to respond successfully to the challenge of revitalizing the education of its people. These steps included building the profession of Jewish education and developing a research capacity. Brandeis University is uniquely positioned to begin to address these steps, due both to its considerable existing resources and its ongoing engagement with the American Jewish community.

The primary purpose of a university planning process for involvement in Jewish education is to determine what Brandeis's priorities should be in serving the educational needs of the Jewish community. The process will be overseen by: a task force which will meet regularly over the course of the year and serve as the main deliberative body; a steering committee made up of five members of task force; and two consultants from the Council for Initiatives in Jewish Education.

The planning process will explore the following questions:

- What are Brandeis's current involvements in Jewish education? How well does the University carry them out?
- What are the evolving educational needs of the North American Jewish community?
- How can Brandeis build upon its strongest resources to meet a set of identified needs of the Jewish community?
- What are the University's highest priorities in developing its resources to serve the identified educational needs of the Jewish community?

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, with an analysis of their strengths and weaknesses.
2. More precise knowledge of the educational needs of the North American Jewish community.
3. A better understanding of the match between the community's educational needs and Brandeis's resources in Jewish education.
4. Development of a clearer Brandeis mission in Jewish education with priorities for developing University resources in Jewish education.
5. A five-to-eight year plan to develop those Brandeis resources and to seek funding for their development.
6. Greater faculty and lay involvement in and support for the Jewish educational mission of the University.

A successful process will assess the strengths of the University and the needs of the Jewish community and produce a blueprint for how Brandeis can best develop and invest its resources in this vital area.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
MEETING I: DECEMBER 5, 1995
3:00-5:30 P.M.
PRESIDENT'S BOARD ROOM
AGENDA

1. Welcome and charge
President Jehuda Reinharz
2. Overview of the planning process
Joseph Reimer and Susan Shevitz, Co-directors
3. Introductions
Members of the task force
4. The state of Jewish education in North America
Joseph Reimer and Susan Shevitz
5. Discussion
Members of the task force
6. Adjournment



Brandeis University

cc: GZD
(ADH will be out
of co.)

Philip W. Lowy
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

December 4, 1995

Mr. Alan Hoffmann
CIJE
15 E. 26th Street
New York, NY 10010

Dear Alan:

The faculty of Brandeis University, and the Hornstein Program in particular, has become increasingly interested in programs for professional development in Jewish education. We know that over the last few years several of the academic and service-oriented institutions have initiated innovative projects for school principals, youth workers, agency executives, rabbis, and teachers. We are also aware that, as Jewish education occupies moves higher on the Jewish communal agenda, the role and importance of such programs will expand.

There has not been the opportunity, however, for sustained, thoughtful discussion among the people who have planned, run, participated in, and evaluated these projects. We are planning to stage such a conversation by convening a **Consultation on Professional Development Programs in Jewish Education**, to be held at Brandeis on February 4 and 5, 1996. We would like to invite your participation. The consultation is being co-sponsored by JESNA and partially funded through a grant by the Wexner Foundation, which has supported our joint work with new principals of Jewish schools.

The focus of the consultation will be on programs for educators other than teachers, although the relevant literature around working with teachers will be brought to bear on our subject. It will involve people working with executive training and professional training programs in Jewish education, communal service, and general education. We are interested in long-term programs which aspire to change educators' practice in significant ways. The purpose of the consultation goes far beyond program description. We want to understand the assumptions behind different approaches and access the knowledge which has been acquired through experience and study. Some of the questions we will examine together are:

What is considered cutting edge in terms of professional development and leadership training programs?

What models are used in planning these programs?

What are the shared characteristics and unique features of models that have shown particular promise?

Page 2


What has been learned in evaluating several of the programs?

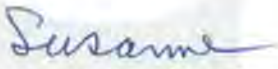
What do we know about their long-term effects? What are the implications for the professionals identity and work? For their institutions?

What institutional and communal structures are needed to stimulate and support professional growth?

One of us will be in touch with you shortly to discuss your possible involvement. In the meantime, we hope you will save the date.

Sincerely,


Susan L. Shevitz, Ed.D.
Associate Professor


Susanne A. Shavelson
Research Associate

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**PRELIMINARY OVERVIEW OF PLANNING PROJECT FOR
JEWISH EDUCATION AT BRANDEIS UNIVERSITY
December 5, 1995**

PHASE 1: IDENTIFY FOCUS AREAS
(December 1995-March 1996)

- * Understand the contexts for the planning process.
- * Generate range of ideas for consideration.
- * Determine themes/focus areas for exploration.
- * Develop set of working assumptions.

**PHASE 2: DETERMINE GUIDING VISION/
PROGRAMMATIC PRIORITIES**
(March 1996-September 1996)

- * Work on each focus area (in sub-committees).
- * Develop working understanding of constraints and opportunities for each focus area.
- * Research national trends and needs.
- * Inventory Brandeis's current and potential capacities.
- * Develop and test preliminary plans within each focus area.
- * Determine priorities in context of guiding vision for Jewish education at Brandeis (Task Force).

**PHASE 3: DEVELOP IMPLEMENTATION
PLANS**
(September 1996-January 1997)

- * Synthesize sub-committees' plans into overall plan for implementation.
- * Write detailed program plans.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
MEETING I: DECEMBER 5, 1995
MINUTES

Prepared by Susanne A. Shavelson
Assistant Director

Present:

Jehuda Reinharz, president and chair; Susan Shevitz and Joe Reimer, co-directors; Marc Brettler, Joshua Elkin, Sylvia Barack Fishman, Arthur Green, Alan Hoffmann, Barry Holtz, Irving Epstein, Edward Kaplan, Daniel Margolis, Alan Mintz, Shulamit Reinharz, Bernard Reisman, Myron Rosenblum, Jonathan Sarna, Leonard Saxe, Larry Sternberg, Dan Terris, Peter Witt.

Not present:

Joyce Antler, Susanne Shavelson, Robert Szulkin, Stephen Whitfield.

Brandeis president Jehuda Reinharz opened the meeting by thanking the task force members for their participation. He emphasized his own interest in and commitment to the planning process, and described how the process fits in to Brandeis's mission. In keeping with the university's mission to serve the American Jewish community, the task force will map out the educational needs of the community and determine what Brandeis, as a research university, can do to meet those needs. In evaluating those needs and Brandeis's present and future capacity to meet them, he noted, the university is fortunate to have the Mandel Associated Foundations and the Council for Initiatives in Jewish Education (CIJE) as partners.

Reinharz identified Jewish education—broadly conceived—as the best means of transmitting the community's heritage from one generation to the next. Brandeis is well equipped to lead in this area, he said, and it has taken active roles in Jewish education in the past: in Judaic scholarship, in training Jewish communal professionals, in research in the Jewish community, and in much of the interdisciplinary work that goes on at Brandeis. He pointed out that the composition of the task force itself reflects the increasingly interdisciplinary nature of the scholarship here, and that will help us in addressing a problem that has no single—and no easy—answer.

Citing Franz Rosenzweig, Reinharz argued that scholarship carries with it a responsibility. The task force's duty is to discharge that responsibility by making links between scholarship and education. Giving the task force its charge, he quoted David Ben Gurion: "In order to be a realist you really have to be a dreamer." The task force's mission is to dream big, and then see how those dreams can be made real. The project is for the entire university, not just for the Judaically-oriented divisions. He charged the task force to be mindful of the process's integration with the university's four pillars of Jewish sponsorship, nonsectarianism,

commitment to social action, and excellence, and to listen carefully to each other as colleagues.

Susan Shevitz, co-director of the task-force, followed with an overview of the process's origins, structure, and timeline. She characterized the current process as the beginning of a third stage for Jewish education at Brandeis, following an early program in Jewish education that preceded the Hornstein program but was terminated; and the current concentration in Jewish education which is part of the Hornstein program. She emphasized that what the process seeks to effect at this stage is not incremental change, but rather to make initiatives that will have a major impact both at Brandeis and on the larger community.

Shevitz then gave an overview of the planning process. She and Joe Reimer will co-direct. Although there will be some overlap in their roles, he will take more responsibility for tasks outside Brandeis and she for the internal aspects. Susanne Shavelson will serve as assistant director of the task force, overseeing communication with the task force and managing research and the flow of information. These three make up the steering committee, along with Marc Brettler and Dan Terris. The steering committee will chart the overall process, collect and analyze information for the task force, synthesize ideas, and formulate some of the critical questions for the task force. It is expected that the task force will meet approximately five times over the next year. Within that structure, subcommittees will be formed to take on the substantive work of developing plans for new initiatives.

Shevitz then described the roles of the task force and subcommittees. Over the next few weeks, she, Joe Reimer, and Susanne Shavelson will be talking with task force members to identify areas of focus that will determine the formation of the subcommittees and the task force's primary areas of concern. As the sub-committees begin to work, the steering committee will gather information from the field for the sub-committees' deliberations.

She acknowledged that many must have wondered why they were asked to serve on the task force, and answered the question with a question: what perspectives do each of you represent, what are your orientations to the critical issues of Jewish education, and what resources and interests do you bring to this table? Each task force member responded with a brief overview of his or her interest in Jewish education at Brandeis.

Joe Reimer—He was trained as a developmental psychologist and entered the field of education through the study of moral development. His initial work was on kibbutz adolescents, and he retained an interest in the question of what developmental psychology could have to do with Jewish education over the life cycle. He worked nationally in Jewish education for seven or eight years, and hopes to help synthesize Brandeis's potential contribution with his knowledge of Jewish education as a system. His most pressing interest right now is in Jewish youth.

Marc Brettler—He spends most of the time working in the field of Bible study. He is interested in working in Jewish education in various formats, including curricula development at all levels, from elementary school to adult education. His two main interests are in making Jewish texts central to these curricula, and in breaking down the dichotomy between being

academically responsible and responsive to community needs while conveying the essence of Jewish texts.

Dan Terris—He brings a broad interest in education and an interest in learning about Jewish education to the task force. He sees himself as a broker, making connections at Brandeis among disciplines, departments, and programs. For this process, he wants to emphasize the many resources and educational models Brandeis has outside of traditional Jewish studies, such as the summer Odyssey program that is being used as a model for a high-school Jewish studies program, and the “Humanities and the Professions” program, whose applicability in the Jewish community is being explored.

Susan Shevitz—She brings to this task force a long-standing interest in issues of institutional change and professional development. Her work has focused on leadership development, systemic change and evaluation in Jewish education. She also has worked for communal agencies and schools and is interested in developing appropriate and helpful relationships between the university and the community which will improve the delivery of Jewish education.

Barry Holtz—He received his doctorate from Brandeis. He presently teaches in the department of Jewish education at Jewish Theological Seminary, and works as a consultant to CIJE. He is particularly satisfied with his work at CIJE, and now with the connection to Brandeis, because both institutions serve the Jewish community across denominations. He sees the planning process as a unique opportunity to see what resources such an institution can offer to the community. He also runs a “best practices” project at CIJE, which collects examples of Jewish educational success in a variety of settings and tries to use that information to help the field of Jewish education.

Shulamit Reinharz—She is the mother of two Solomon Schechter day school graduates and has long been concerned with the improvement of day school education and the availability of enriching Jewish educational experiences during the summer. As a sociologist and the director of the Women’s Studies program at Brandeis, she has first-hand knowledge of the value of interdisciplinary work. She sees the issue of gender as central within the field of education and as part of the continuity agenda. She feels strongly the importance of building connections between Brandeis and the community.

Bernie Reisman—He is gratified, after many years of working in Jewish education, to have Brandeis acknowledged as a university with Jewish interests and for Brandeis to have a president who is not embarrassed by Jewish education. He feels that Brandeis is well suited to address the Jewish educational needs not only of North America, but also of the rest of the Diaspora and even Israel.

Jonathan Sarna—He would like to see how American Jewish history, and particularly the history of Jewish education, can inform these deliberations by serving as a lens on the present. He pointed out that Brandeis has for some time been training the future leaders of the American Jewish community, and he feels that it is time for the university consciously to take on that mission.

Irving Epstein— He offers “a view from the periphery.” He characterized the planning process as an undertaking for the whole university, and reminded the group that Brandeis is training not just the professionals, but also the lay leaders of the next generation. As part of Brandeis’s evolving mission, he emphasized the importance of being academically responsible and responsive to the world outside.

Jehuda Reinharz—He brings a passion for Jewish scholarship and for the Jewish people. He also has a worry for the Jewish people. He wants to build links between Jewish communities here and abroad, and use the prestige of his office to make sure this process is successful.

Danny Margolis—He has been an adjunct member of the Hornstein faculty for 21 years and at the Bureau of Jewish Education for 13. He feels that Brandeis has a major role to play in Jewish education, and also reminded the group of the BJE’s ongoing role in supplying professionals for the field.

Sylvia Barack Fishman—Her interests are in research and in teaching American Jewish culture through literature and film. Two foci of her research are the impact of Jewish education on the Jewish commitments of adults and gender issues in the Jewish community.

Alan Hoffmann—He is an Israeli involved with the Hebrew University, and is currently at CIJE. His interests are in change and reform in Jewish education. He sees the trans-denominational nature of Brandeis’s work in the Jewish community as analogous to that of the Hebrew University. Among possible roles he sees for Brandeis is as a national center for Jewish educational leadership and evaluation. He emphasized the importance of intertwining the missions of building the profession, building community, and gaining the support of lay leadership, and saw these as the key to Brandeis’s future role. He noted that CIJE brings to the process “a thermometer from the field,” its consultants and staff, and its educational programs.

Art Green—He is a Jewish educator, in the community as well as at the university. His primary research interest is in Hasidism, which also informs his work as an educator. He is critical of institutional Jewish education, and fearful of the “MBA version” of Jewish education. He sees Israel as central to Jewish education. He suggested that a vision for the future of American Jewry might determine the vision of Jewish education and the role of Brandeis. He would like the university to retrieve the wisdom of the tradition in thinking about its educational mission.

Ed Kaplan—He sees himself as a “successful failure” in Jewish education, but feels that his work on Abraham Joshua Heschel has made him an “educational laboratory.” This project allowed him to build a bridge between an academic discipline and Jewish education. He cautioned the group not to lose sight of social action as part of Jewish education.

Leonard Saxe—His most significant Jewish educational experience was learning about the Holocaust from his father, a physician who served in the army. He comes to the process with a background in social psychology and a strong interest in Israel. His academic interests in specific are in social policy, evaluation, and interventions in social environments.

Larry Sternberg—He is working with national Hillel in its work on college campuses. He asked, “what is professionalism?” He would like Jewish institutions to lower the threshold of entry into Jewish life while raising expectations. He expressed concern that the Jewish community, in its concern with continuity, is turning inward at the expense of remaining engaged with the larger society.

Josh Elkin—He comes to the task force from the “front line” of working with children. He is principal of Solomon Schechter Day School, and has been at the school for 18 years. On a practitioner’s plate, he said, are: teaching *kedusha* (holiness), the lack of effective professionals at all levels, issues of governance and lay leadership, dilemmas of costs and fundraising, and issues of relationships among Jewish institutions.

Alan Mintz—His work is in the area of Hebrew literature, and he also has a wider interest in the humanities. He has a long standing concern with bringing Hebrew into a central position in the American Jewish experience. He wants to investigate how best to utilize Jewish scholars in the community, and feels that senior educators should be more involved with both content and leadership training.

Myron Rosenblum—He has been at Brandeis since 1958. His field is organic chemistry, which has given him good training in problem-solving. His personal involvement in Jewish education is long standing and deep. He is the product of a yeshiva education, and sees his introduction to Hebrew literature as a defining moment in his life. His children went to Solomon Schechter, and he and his wife have been very involved with the school. He prefers the term “renewal” to “continuity,” because it expresses better the need for new models of education to be used in the Jewish community. He feels that Brandeis is poised to be a leader in this field in North America and perhaps even in Israel.

Joe Reimer then gave a brief overview of the state of Jewish education in north America. He characterized the system as a uniquely American phenomenon, because it begins with the assumption that America is different, that participation in a democratic society is a given, and that Jews can simultaneously integrate into the culture around them and proudly and knowledgeably maintain their own distinctive cultural identity. During the late 1920s and late 1940s, there was a “golden era” of Jewish education, during which many supplementary schools were established. This system crumbled during the next two decades as Jews moved from the central cities to the suburbs. During this era of change, funding remained locally-based, research remained virtually non-existent, and old training programs declined with nothing new to replace them. The field has grown in many areas since the 1970s, but retains structural weaknesses, including decentralization, a lack of standards, a lack of training and professional development, a lack of research, and the problem of a religious system serving a highly secular and assimilated clientele.

During the last 15 minutes of the meeting, task force members focused on finding out what has been tried so far in Jewish educational reform, and what their parameters were.

Sylvia Barack Fishman expressed a deep belief in the power of intellectual material to engage the emotions. This has been overlooked in favor of experiential materials in Jewish education.

Cultural artifacts such as literature and film allow people to explore their Judaism without feeling threatened or coerced.

Myron Rosenblum asked for some perspective on what kinds of reforms have been tried in the past, and what kinds of things have been most effective. Joe Reimer noted that a task of the steering committee over the next few months will be to gather this type of information.

Alan Mintz asked for more specifics about the group's mission. Jehuda Reinharz laid out some questions meant to guide the group:

Given that we can't do all things...

- What is an educated Jew?
- What bodies of knowledge and experience do we have?
- What are the strengths of the university?
- What constitutes leadership in Jewish education?
- What constitutes research in Jewish education?

Jonathan Sarna pointed out the great change in the universities, which have become a center for Jewish education, rather than being on the margins. The problem, he said, is that there is a chasm between this activity at the university level and the practitioners out in the field.

Alan Hoffmann advised the task force to consider the needs of the Jewish community, and the present and future assets of the university, then to make strategic choices. Brandeis is in the fortunate position of being outside denominational pressures. The task force should look at asset building in relationship to the needs of the community, and not be limited by the university's current capacities. He cited Lawrence Cremin's broadest definition of education: the transmission of culture across generations. By this definition, education can encompass not just teachers and leadership but the entire repertory of the Jewish experience.

Susan Shevitz concluded the meeting by listing the next steps in the process. During the next few weeks she, Joe Reimer and Susanne Shavelson will be having individual conversations with task force members. The purpose of these conversations is to gather more background information about issues of particular concern to members, solicit their ideas about future directions for Brandeis, and learn about recent and ongoing initiatives at the university that may be relevant to the planning process. Data from these conversations will be used in forming the working sub-committees. She also announced the upcoming Consultation on Jewish Education, to be held at Brandeis on February 4 and 5.

The meeting adjourned at 5:30 p.m.

Best Practice: Professional Development Programs [PDP] for Formal Education

January 22, 1996

Barry Holtz

Concept:

The volume on BP for Professional Development will be done by Barry and Gail.

The volume is partially funded by the Cummings Foundation as part of the TEI grant.

It will consist of three sections:

A. An essay on best practice in professional development as it is currently understood in *general* education. (Gail's JESNA article and her presentation at the CIJE board is the skeleton of that essay.)

B. An examination of bp in professional development in contemporary *Jewish* education.

C. Policy implications based on both A and B above.

This volume will be closer in format to the volume on JCCs rather than the first two BP volumes in that it will (probably) not include individual reports on PDPs but will use data collected about the PDPs to create the part B essay about the state of the art in this area within Jewish education.

There are a number of reasons why are planning to go this route, not the least of which is the problem of finding objective "reporters" on the programs. We will use expert advisers (as we usually do) to "nominate" PDPs, interview participants and other people who know about the programs to confirm these nominations. But instead of then having the places written up by reporters, we will ask the people running the programs to write them up for us-- in a short form with a questionnaire and narrative, perhaps using a version of the survey that Gail and Bill R. have developed for TEI.

Possible Programs to include

We have a tentative list of PDPs that needs some expansion. These can be conceptualized by a) structure; b) content and objectives; c) intended audience. For example:

By structure:

1. University-Central Agency collaboration (with university credits)
University of Judaism-BJE of LA program

2. National organization-Local school
 - United Synagogue U-Step;
 - Torah Dept of WZO (Aharon Eldar)
3. Inservice taking place within individual schools (run by the school itself)
 - Stuart Seltzer at Chizuk Amuna
 - Rita Shlus at Rambam
4. Programs in Israel
 - Melton Centre at Hebrew U.: Heschel/Agnon schools; Senior educator
5. National organization-Outside collaborator
 - PAL program of United Synagogue and Far West lab.
6. Central Agency programs
 - Washington's video project

By content and objectives

1. Providing Judaica content
 - ECI program in Boston, in Milwaukee
 - Machon L'Morim
 - Melton Mini School for teachers
2. Recruiting new teachers to the field
 - Lali Ray's United synagogue program
3. Personal growth of teachers
 - Melton (JTS) Teacher Retreat Program
4. Subject matter for teaching
 - JTS Hebrew Summer institute
5. Support for Novices
 - Brandeis-JESNA principals program

By audience

1. Teachers
 - CAJE and mini Caje
2. Principals (see above)

Others from above can be reconfigured to fit into this subdivision

Task List-- What do we do next?

1. Contact expert informants on the list above to check the list out; check out Brandeis conference for possible additions
2. Get additional nominees to the list
Margolis; Flexner and Jesna; Aloha group offerings (Sara Lee, Aryeh)Reform movement (Sara, Roberta) need more Orthodox too
3. Develop a grid of types
4. Contact informants to check new nominations out
5. Develop a form for writeups, adapt TEI survey
6. Call nominees
7. Send out forms
8. Some followup interviews
9. Write up Part A (essay about general education)
10. Write Part B and C (Jewish ed findings and recommendations)

Questions and Issues

1. What about including CIJE projects-- TEI, Harvard Principals program?
2. Should this be a BP volume or a Policy brief or should we do both?
3. Do we include the individual write-ups or not?
4. Note that this only deals with formal education; do we need to add informal? My guess is no, partially because we don't know enough about the area and we don't know how much the literature from general education helps us in that domain.
5. Timetable

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

JANUARY 25, 1996

Agenda

1. Update on task force interviews
2. Envisioning possible outcomes
3. Next steps for task force

Interviews: Summary

The 14 interviews conducted to date reveal a wide range of interests and levels of familiarity with Jewish education. The focus areas that emerged from these conversations are delineated on the accompanying sheet. Some of the major themes:

Process

- Task force members who are highly knowledgeable about and active in Jewish education were more likely to have specific ideas for future directions or action.
- Members who are less familiar with the field were less clear about possible outcomes of the process.
- Most of those interviewed expressed a desire for some boundaries or parameters to the process within which to pursue their deliberations, and wanted clarification of their roles.
- Task force members' level of knowledge about Jewish education determined to some extent whether the desire for parameters was the result of the need for more information, or the need to know what recommendations were most likely to be supported by the university administration and potential funders.
- There was tension between some members' need for more information about the field in general, and others' impatience to get down to business.

Content

- There was strong support for increasing collaborative efforts, both between internal Brandeis entities, and between Brandeis and the larger community.
- There was also a great deal of interest in exploring ways of making the skills and knowledge of academics and scholars more available to lay and professional leaders, and the general community.
- Several expressed the need to enhance the Judaic knowledge of lay people and professionals across denominations.
- Many task force members are interested in degree programs at Brandeis, including undergraduate and graduate degree and/or certificate programs in Jewish education.
- Several see a need for research, particularly in the areas of gender issues in Jewish education, the profession itself, and evaluation.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

❖ Task Force

Joyce	Antler	American Studies
Joshua	Elkin	Solomon Schechter Day School/Hornstein Program
✓ Sylvia Barack	Fishman	Near Eastern and Judaic Studies
Arthur	Green	Near Eastern and Judaic Studies
Edward	Kaplan	Romance and Comparative Literature
Daniel	Margolis	Bureau of Jewish Education/Hornstein Program
Alan	Mintz	Near Eastern and Judaic Studies
Jehuda	Reinharz	President
Shulamit	Reinharz	Women's Studies/Sociology
Bernard	Reisman	Hornstein Program in Jewish Communal Service
Myron	Rosenblum	Department of Chemistry
Jonathan	Sarna	Near Eastern and Judaic Studies
Leonard	Saxe	Heller School
Larry	Sternberg	Cohen Center for Modern Jewish Studies
Robert	Szulkin	Department of Germanic and Slavic Languages
Stephen	Whitfield	American Studies
Peter	Witt	Education Program

❖ Steering Committee

Marc	Brettler	Near Eastern and Judaic Studies
Joseph	Reimer*	Hornstein Program in Jewish Communal Service
Susanne	Shavelson*	Hornstein Program in Jewish Communal Service
Susan	Shevitz*	Hornstein Program in Jewish Communal Service
Dan	Terris	Assistant Provost, Rabb School

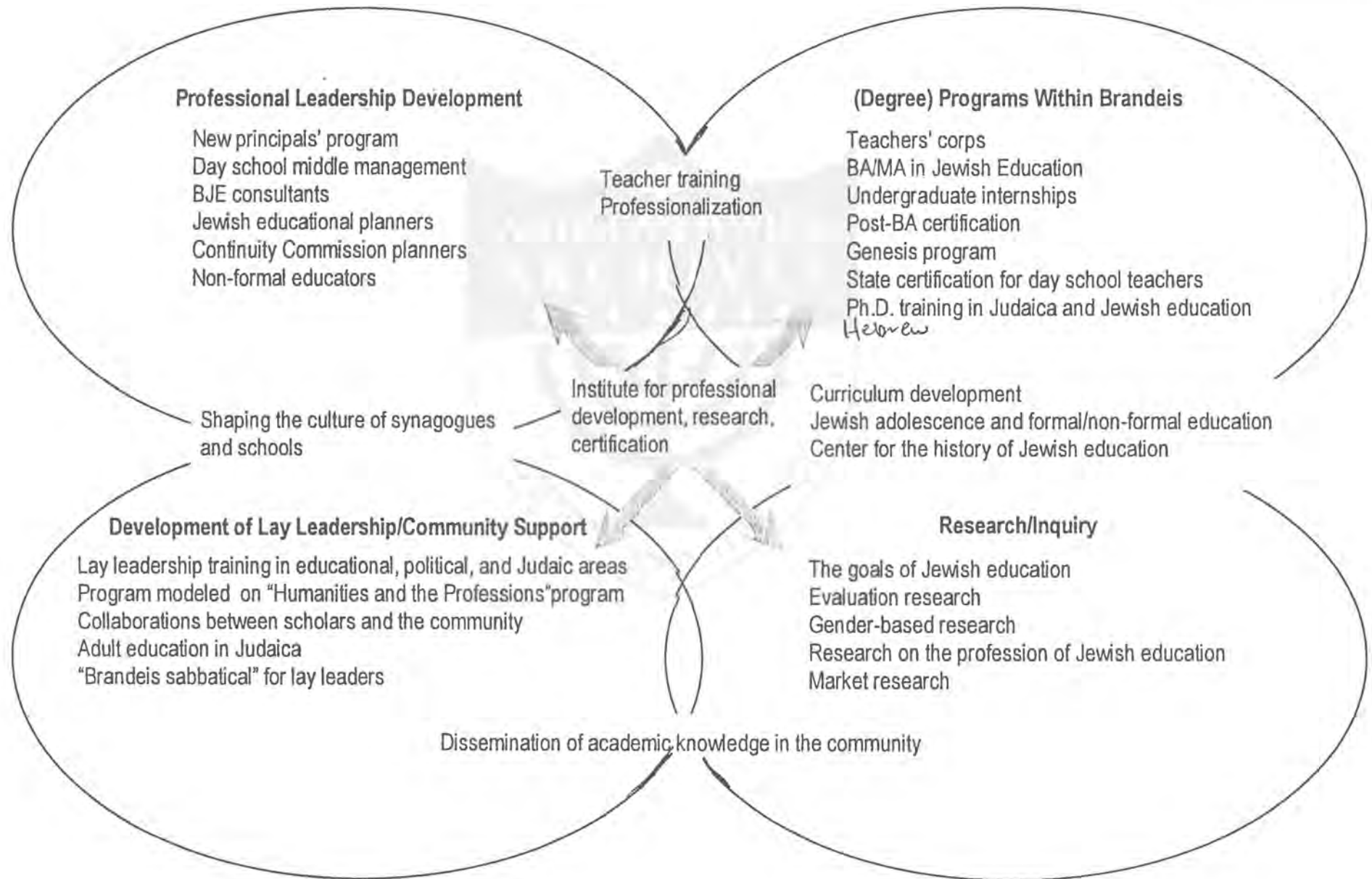
* Planning process co-directors

♦ Planning process research director

❖ CIJE Consultants

Alan	Hoffmann	Council for Initiatives in Jewish Education
Barry	Holtz	Council for Initiatives in Jewish Education

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
FOCUS AREAS



TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

❖ Task Force

Joyce	Antler	American Studies
Joshua	Elkin	Solomon Schechter Day School/Hornstein Program
Sylvia Barack	Fishman	Near Eastern and Judaic Studies
Arthur	Green	Near Eastern and Judaic Studies
Irving	Epstein	Provost
Edward	Kaplan	Romance and Comparative Literature
Daniel	Margolis	Bureau of Jewish Education/Hornstein Program
Alan	Mintz	Near Eastern and Judaic Studies
Jehuda	Reinharz	President
Shulamit	Reinharz	Women's Studies/Sociology
Bernard	Reisman	Hornstein Program in Jewish Communal Service
Myron	Rosenblum	Department of Chemistry
Jonathan	Sarna	Near Eastern and Judaic Studies
Leonard	Saxe	Heller School
Larry	Sternberg	Cohen Center for Modern Jewish Studies
Robert	Szulkin	Department of Germanic and Slavic Languages
Stephen	Whitfield	American Studies
Peter	Witt	Education Program

❖ Steering Committee

Marc	Brettler	Near Eastern and Judaic Studies
Joseph	Reimer*	Hornstein Program in Jewish Communal Service
Susanne	Shavelson*	Hornstein Program in Jewish Communal Service
Susan	Shevitz*	Hornstein Program in Jewish Communal Service
Dan	Terris	Assistant Provost, Rabb School

* Planning process co-directors

♦ Planning process assistant director

❖ CIJE Consultants

Alan	Hoffmann	Council for Initiatives in Jewish Education
Barry	Holtz	Council for Initiatives in Jewish Education

Consultation on Professional Development for Jewish Educational Leaders
February 4 & 5, 1996
Hassenfeld Conference Center, Brandeis University

Sunday, February 4

12:00-1:00 Lunch and general introductions (*Luria Conference Room*)

I. Framing the inquiry

1:10-2:00 Discussion: Major issues we bring to the table (*Levine-Ross Conference Room*)

2:00-2:45 Jewish educational leadership: A conceptual overview

2:45-3:30 Small group discussions: Assumptions and emerging critical questions

3:30-3:45 Break (*Luria*)

II. What's happening in the field? — Perspectives of planners and participants

3:45-4:30 Overview of the general field and initiatives in the Jewish community

4:30-6:30 a) The assumptions behind different program models, and the realities encountered
Panel of program planners and participants

6:30-7:30 Dinner (*Luria*)

7:45-9:00 Brainstorming session: If you had a magic wand... (*Feldberg Lounge*)

Monday, February 5

8:00-8:45 Continental breakfast (*Luria*)

9:00-10:45 b) Program models and implications (*Levine-Ross*)

10:45-11:00 Break (*Luria*)

11:00-12:15 c) Longer-term effects: To what extent have programs generated longer-term effects on the participants? What general guidelines emerge? The evaluation of two programs

(over)

III. What are the links between the programs, and the field as it is (and ought to be)?

12:30-3:00 Working lunch, group discussion: What are the questions to be pursued? How can we bring our visions for professional development to fruition? (*Luria*)

Issues:

1. What roles do we envision for various institutional actors — universities, local agencies/institutions; national agencies, professional organizations?
2. What models can we imagine for bringing all these forces to bear in coordinated ways?
3. How can we overcome the real or perceived barriers that seem to prevent current and imagined models from being widely implemented?
4. How do we ensure that we keep “pushing the envelope,” and that programs really represent the state of the art?
5. Where do we start — can we agree on a set of next steps that would command broad support?



**Attendance List: Consultation in Professional Education
February 4 & 5, 1996**

01/25/96

Sheila Adler
Judith Aronson
Barry Chazan
Aryeh Davidson
Gail Dorph
Joshua Elkin
Shulamith Elster
Paul Flexner
Judith Ginsberg
Ellen Goldring
Stephanie Hirsh
Barry Holtz
Fern Kattleman
Patty Kroll
Hyma Levin
Steve Noble
Steve Rakitt
David Raphael
Joe Reimer
Susanne Shavelson
Steven Shaw
Norton Sherman
Robert Sherman
Susan Shevitz
Diane Shuster
Julie Tammivaara
Lucy Tannen
Diane Troderman
Sally Weber
Cyd Weissman
Jonathan Woocher



TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
MEMORANDUM

To: Barry Holtz, Alan Hoffmann
From: Susanne A. Shavelson
Date: February 7, 1996
Subject: Minutes: January 25, 1996 meeting between Brandeis Steering Committee and CIJE

Susan and Susanne provided an overview of the interviews conducted with task force members. The interviews were upbeat in tone, and there was a strong desire for participation and the enhancement of collaboration between individuals and departments within Brandeis. There was some tension between those involved in the Jewish community and/or Jewish studies and those not involved. The former wanted to make decisions and take action promptly, and the latter were anxious for more information before proceeding. There were other tensions as well – between the desire to “get to work” and skepticism about investing a lot in ideas that won’t lead to results; and between the desire to try new things and the fear of getting too big. There was also a desire expressed for boundaries to be articulated: 1) in the field, 2) institutionally at Brandeis, 3) in terms of what’s already been tried, and 4) in terms of guiding principles.

Joe identified a parallel between this process and the Spielberg (c.k.a. Genesis) project, in that it sets up collaborations we hope will continue. Susan noted that the Spielberg grant has captured much attention and interest outside the university.

Barry was glad to see Brandeis willing to engage in the process. We need to take task force members’ concern seriously without producing something pedestrian. Susan identified a theme in the interviews: there are many collaborative, multidisciplinary programs at Brandeis. These may suggest using existing entities and networks in new ways.

After a discussion about the Genesis program, Alan pointed out a dimension he saw missing from the schema of possible planning process outcomes. He said it needs a theoretical overlay, consisting of conceptual questions or underlying content areas that need to be discussed. Joe noted that this process doesn’t yet have its intellectual stamp. He asked, what can Brandeis contribute conceptually, in terms of resources, education, etc.? What are the ideas that will drive this process?

Susan pointed out that the steering committee had been resisting definition to allow a full range of possibilities to surface. It’s not clear when and how it will be most appropriate for the theoretical questions to be made explicit.

Alan said that the questions of “where and how” can keep us too focused on process, not substance. There are many possible answers. It’s central that the issue of *concept* comes up. What should Brandeis’s areas of expertise be? Will it be an intellectual center for the rethinking of American Jewish life? Who can offer a vision and agenda for the Jewish

community of the future? What's needed is a serious group of people who discuss reimagining the American Jewish community, starting with a historical analysis, going to spirituality, and all the other issues – it can inform the Brandeis approach to Jewish education. Whatever the resulting programs are, they would be centered around the idea of "for what?" The Brandeis "take" on the issue should be an ongoing process that informs the process and lives beyond it.

where and when does this come up?

Barry pointed out that there's currently a vacuum, in that there's no meeting ground for the American Jewish community. Brandeis has important scholars and other resources but is non-partisan, making it a serious academic place and a neutral meeting-ground. It should take a stand, but remain non-denominational.

Enough of
directions
I'll
lay it
out

Dan was interested in the idea of developing an intellectual community, and compared it to the development of the American Studies movement at Harvard in the 1930s – it was built on the intellectual climate of the time, and created partnerships with intellectuals outside the academy. He was skeptical about the idea of a single "Brandeis approach," preferring a set of ideas that would be allowed to conflict.

The group discussed multiple "cuts": by population, by discipline, by activity (i.e., research, training, programming, etc.). Alan asked, "for people who don't accept the authority of the Jewish tradition, and for whom American society is the main framework, how can we get Judaism to speak to them?"

Barry said that any institution that may develop will have to be collaborative and deal with the big questions of Jewish life, and include envisioning the Jewish future as part of an ongoing debate from multiple perspectives, the use of Brandeis resources and characteristics, and consider "what makes it uniquely Brandeis?" If these are always present, then it almost doesn't matter what the institutions are.

Susan advised the retention of the rubric, "what is the relationship between Western and Jewish cultures?" Picking domains narrows it. Joe added that for any given domain (adolescence, professional development, etc.), it's the intersection of Brandeis expertise with the big questions that gives it its value. Susan noted that in thinking of the "Brandeis approach," it shouldn't be disembodied from institutional life – we can't forget about disciplines other than Jewish studies that need to be folded in.

Barry offered a summary: What makes it *Brandeis*?

1. It's informed by intellectual content and ideas – a forum for debate on the topic of the American Jewish community of the future.
2. It's collaborative and interdisciplinary, not just Judaica.
3. It addresses the question, "what does the academy have to offer the Jewish world?"

Marc pointed out that the academics at Brandeis are already very comfortable with working within the community. He said there's a need to maintain different approaches within and outside of the academy, and a need for frameworks for connections between the academy and the community.

Barry saw Brandeis's potential for contribution as unique in the Jewish educational world because of its ability to do interdisciplinary work. Alan saw a "huge opportunity" to cluster different types of activity around various issues. He recognized that activities that

are professionally rewarded in academia make it difficult to do outreach. The group discussed various ramifications of changing the demands on scholars, and ways of avoiding endangering their careers or tenure possibilities. Barry suggested that a link to serving the community, and therefore Jewish continuity, would make the case stronger. Alan pointed out that initiatives resulting from the planning process could expand departments other than those in Jewish studies; for example, the psychology department could get involved in work on adolescence. Susan said there could also be centers created outside of traditional departments.

Joe said he was starting to hear consensus about deepening the issues, but asked how we could tie this discussion back into the process. He said the steering committee needed guidance about the parameters of the process: is the 4-area focus originally proposed, with a third dimension added, the way to go? Barry said that the four areas may help the task force to keep perspective, and to feel that it's both dreaming big and being pragmatic. It's useful in that it doesn't dictate where to set priorities in decision-making. Joe noted that all plans should be based on the needs of the field and on the current and potential resources of Brandeis. Marc added that we need a sense of funders' priorities, interests, and capacities. Alan added that success will be measured by other (non-Mandel or CLJE) funders' interest in Brandeis's plans.

Alan suggested that one of the task force sub-committees take on the questions involved in re-imagining the American Jewish community, to function like a seminar and live beyond the task force. Joe wondered whether members would see it as sufficiently concrete; Alan replied that it should work if they see it as an integral part of the decision-making process. The group discussed the types of presentations from outside experts that would be helpful for task force members, with Susan suggesting that the information-gathering should always be keyed to decisions that have to be made.

We turned to the issue of "writing" the final report. Alan felt that it gives the process a structure within which to think. Marc noted the frustration felt for lack of structure - that it's good to think big, but there needs to be some idea of what expectations should be. Alan suggested thinking as big as possible, then deciding how much to bite off. We should come up with discrete, doable ideas that are part of a larger conception. He sees the area of programs at Brandeis superimposed over the other three, and as an outcome of the other three, but that the question of degree programs at Brandeis was of a different order.

Susan sketched out a continuum along which programs might be placed, according to with whom the most sustained contact took place:

Most	Least
Professionals	Community
	Lay leaders

Joe expressed the need for analysis - of the needs of the field, and conceptions of the future. How can we simultaneously analyze all the questions? What are the key questions? Barry suggested that the rubric of analytic questions could be developed with a "quick and dirty" information collection for each content area or domain, thinking about which questions need to be asked and identifying questions for which we don't have answers.

Marc wondered whether the sub-committees as currently envisioned are now determining the direction too much. He also suggested a test of "Brandeis appropriateness" for any proposed area of involvement. Susanne noted that this would reveal the differing balances for any given area between the needs of the community and Brandeis's current or future capacity to meet them.

Alan suggested that the steering committee and CIJE need another meeting before the next task force meeting. He cited the need to lay out the universe of concerns and then narrow in on what Brandeis is most suited for, and stressed the need to maintain the links between ideas, research, and action. He felt that emerging from the discussion was the idea of a group on the future of the American Jewish community, with multiple overlapping interconnected cuts of activities and topic areas, all with the overlay of theory and ideas. The group decided that CIJE would compose a list of the greatest needs in the national community, and the steering committee would provide a list of Brandeis's capacities, and these would form the basis of the next meeting.

This group's next meeting will be February 12 from 3-7:45 p.m. at Brandeis. The next task force meeting will be March 12 from 2:30-5:00 p.m.

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TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
MEMORANDUM

To: Barry Holtz, Alan Hoffmann
From: Susanne A. Shavelson
Date: February 9, 1996
Subject: February 12 Meeting

Attached you will find the minutes from our meeting of January 25, 1996.

Our next meeting will be Monday, February 12 at 3:00 p.m. in the Levine-Ross conference room in Hassenfeld Conference Center at Brandeis. A light dairy/vegetarian dinner will be served.

The agenda for the meeting will be as follows:

CJJE presentation: most urgent needs of the field	3:00-4:00
Steering Committee presentation of Brandeis resources	4:00-5:00
Discussion: "Writing the Final Report"	5:00-6:00
Dinner break	6:00-6:30
Next steps/March 12 meeting	6:30-7:00

I look forward to seeing you then.



Brandeis University

Philip W. Lowy
School of
Near Eastern and
Judaic Studies

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

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

February 16, 1996

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

Dear Alan,

We were very pleased with the meeting we had with you and Barry last Monday. I think we are making some solid progress and am looking forward to the meeting of the task force meeting on March 12.

I wish you and Barry could have stayed for the next day for the conference on gender and day school education about which we have spoken. It was a tremendous event. I have enclosed the brochure so you can see the program. But let me tell you some of the detail.

Nessa's opening talk was a tour de force. It was clearly very well crafted and expertly delivered. Nessa set the stage for serious deliberation on why Jews--men and women--deeply committed to the tradition and Jewish learning--ought to see the centrality of gender to a consideration of Jewish learning and education.

The workshops that followed were diverse, interesting and non-polemical. In fact, the tone of the conference was just right with a focus on the issues and the potential for Jewish education. The attendance was abundant, with both lay and professional participants from everyday school in the area from Rashi to Chabad. It was a very proud day for Brandeis. Our claim to be host to the whole Jewish community was richly realized.

I felt I learned a lot at the conference. Susan Shevitz and Marc Brettler were workshop presenters. I think the issues raised about the role of gender in Jewish education ought to be pursued further in the deliberations of the task force. I think the conference showed that this is an area of strength at Brandeis and an issue around which we can exert some significant leadership.

Women's Studies Program
Rabb Graduate Center
Brandeis University
Waltham, MA 02254-9110

For information call: 617-736-3045



יום לימוד

Brandeis W

Exploring Issues of Gender and Jewish Day School Education

A Conference in Memory of Sidney Baum



Alan Hoffmann
Council for Initiatives in Jewish Education
15 E 26th Street
NY, NY 10010-1579



Tuesday, February 13, 1996
3:00 - 9:30 PM

Brandeis University, Hassenfeld Center
Waltham, MA

Sponsored by Brandeis University Women's Studies Program

and Anonymous, Alex Borns-Weil, Brandeis University President's Office, Combined Jewish Philanthropies of Greater Boston, Chicago Jewish Women's Study Group, Department of Near Eastern and Judaic Studies at Brandeis University, Hornstein Program in Jewish Communal Service at Brandeis, Phyllis and Michael Hammer, Earle W. Kazis, Ruth Nemzoff and Harris Berman, Obermayer Family Foundation, Ratskesky Foundation, Shefa Fund, Diane Troderman, and others

For information call: 617-736-3045

Registration Form for: Exploring Issues of Gender and Jewish Day School Education • February 13, 1996
(You may register in advance or at the door. Early registration is recommended.)

Name _____ Affiliation _____
Tel. # _____ Fax or e-mail _____
Address _____

Are you a student? (there is no charge for students)

Please mark workshops of particular interest to you:

1 2 3 4 5 6 7 8 9 10 11 12

Choose one:

Whole Event, 3:00-9:30 PM \$15
 Evening Part, 6:30-9:30 PM \$10

Check if desired:

Kosher Buffet \$10
(Needs to be pre-paid by February 6, 1996)

Tax-Deductible Donations Welcome! \$ _____ Total Enclosed \$ _____

Make checks payable to: Brandeis University. Send checks and registration to:
Mailstop 082, Brandeis University, Waltham, MA 02254-9110 Attn: Rachel Oliveri

Exploring Issues of Gender and Jewish Day School Education

- 3:00-3:30 Registration
 3:30-3:40 *D'var Torah* by **Judith Kates**, Hebrew College
 3:40-3:50 Opening Remarks by **Janna Kaplan**, Brandeis University
- 3:50-4:20 Opening Address by **Nessa Rapoport**, Council for Initiatives in Jewish Education, NY
"A Dream of Community: Thinking About Jewish Learning and Living"
- 4:20-4:30 Audience participation/discussion
- 4:40-6:00 **Workshops I**
- Derech Eretz in the Classroom: Gender Issues in Classroom Management**
Ruth Nemzoff, Bentley College
Judy Avnery, Bureau of Jewish Education
 - Mothers and Motherhood in the Bible**
Sylvia Barack Fishman, Brandeis University
Marc Brottlor, Brandeis University
Gail Reimer, Jewish Women's Archive: A Center for Public Programs and Research
 - The Language and Experience of T'fillah: What are the Issues?**
Alex Borns-Well, The Rashi School
Bonna Devora Haberman, Brandeis University
Ruth Langer, Boston College
 - Roots and Wings: Revisiting Living and Working with Our Early Adolescents**
Aviva Bock, Clinical Psychologist
Anita Redner, RN, Solomon Schechter Day School of Greater Boston
 - Getting to Know You: Fostering Dialogue Between Boys and Girls**
Janet Yassen, Social Worker
Irie Goldman, Lesley College
 - Teaching Gender Sensitivity in the Study of Biblical Texts: The Rape of Dinah as a Case Study**
Stephanie Samuels, Maimonides School
- 6:10-6:50 Dinner and Table Discussion
 Facilitators: **Sherry Israel** and **Ora Gladstone**, Brandeis University
- 7:00-8:20 **Workshops II**
- The Language and Experience of T'fillah: Implementation in the Classroom**
Alex Borns-Well, The Rashi School
Bonna Devora Haberman, Brandeis University
Ruth Langer, Boston College
 - Boys in the Classroom**
Barney Braver, Tufts and Harvard Universities
Julie Arnow, Clinical Psychologist
 - Midrash Old and New: Who's There and Who's Missing?**
Penina Adelman, Maimonides School and Hebrew College
Susan Harris, The Jewish Community Day School and Leventhal-Sidman Jewish Community Center
 - How to Encourage Jewish Girls in Math and Science**
Melinda Ruben, The South Area Solomon Schachter Day School
 - How Gender Shapes Our Lives: Career Choices, Relationships, Views**
Allon Spivack, Social Worker
 - Organizational Change: The Jewish Day Schools Context**
Susan Shevitz, Brandeis University
Janna Kaplan, Brandeis University
- 8:30-9:20 Evening Assembly:
 Dialogue with **Harry Brod**, University of Delaware, and **Blu Greenberg**, CLAL, NY
"Girls and Boys in Jewish Day Schools: Receiving Education, Building Character, Forming Relationships"
- 9:20-9:30 Closing Remarks by **Shulamit Reinhartz**, Brandeis University

Exploring Issues of Gender and Jewish Day School Education

A Conference in Memory of Sidney Baum
February 13, 1996 • Brandeis University

This conference addresses Jewish day school education in grades K-8. Principals, administrators, board members, parents, teachers, and students from Jewish day schools are invited to participate, as are people connected with other Jewish educational organizations. The conference is also open to the public at large.

Our conference is a unique collaborative effort among professionals and representatives of universities, Jewish day schools and educational institutions in the Greater Boston Area.

Together, we formulated the following conference goals:

- to identify gender-related issues in Orthodox, Conservative, Reform, and all other Jewish day schools;
- to create language for informed dialogue, so that schools can address these issues in their specific contexts;
- to provide resources for schools, educators and communities to continue their work on these issues.

Our larger goal is to build equitable, empowering educational environments, thereby influencing the future of our Jewish community.

Please visit the display tables for gender-related Jewish educational materials. Proceedings are being taped and transcripts will be made available.

Special thanks to our funders and to all the workshop presenters who participated actively in preparing the conference.

Thanks also to the following individuals for their help: **Barbara Magovsky**, registration coordinator; **Karen Schram**, coordinator of volunteers; **Joni Levy Liberman**, illustrator, and **Jill Schon**, graphic designer; **Lisa Gay**, **Kathy Green**, **Shira Horowitz**, **Jennifer Miller**, **Aviva Richman**, **Miri Rotkowitz**, and **Daniel Wiseman**.

Shulamit Reinhartz Professor of Sociology Director of Women's Studies Program	Janna Kaplan Research Scientist Graybiel Laboratory
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Conference Organizers

Rachel Oliveri, *Conference Coordinator*
 Brandeis University

For more information call: 617-736-3045 (voice), 617-736-3044 (fax)

Teachers who attend this conference can receive Continuing Education Credit.



Sidney Baum was a Chicago resident who died in March 1995, a few weeks shy of his 90th birthday. For almost 30 years he led a group of women in Torah study. Members of that group raised seed money to create this conference in his memory.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
MEMORANDUM

To: Alan Hoffmann
From: Susanne A. Shavelson
Date: February 22, 1996
Subject: Follow-up to the Consultation on Professional Development for Leadership in Jewish Education

The consultation, which was held at Brandeis in early February, provided the planning process with valuable insight into the major issues for professional development in Jewish educational leadership. It also indicated possible future directions for Brandeis to take in this area. The contents of this packet are meant to give you a sense of the consultation's content and outcomes.

Enclosed you will find:

- Susan Shevitz's report on the major issues that emerged from the consultation and their implications for Brandeis
- The full agenda for the consultation
- A list of participants in the consultation, showing the wide range of perspectives that were represented
- A summary of questionnaires filled out by consultation participants, showing the types of professional development programs which they have planned and in which they have participated, as well as an overview of their major concerns about the field.

I hope this information will prove helpful as the task force considers Brandeis's future initiatives in this area.

We will be in touch in advance of the March 12 meeting with a review of the steering committee's activities to date. If you have any questions in the meantime, please feel free to contact me at 736-2068 or via e-mail at shavelson@binah.cc.brandeis.edu.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

Report on the Consultation on Professional Development for Leadership in Jewish Education

Susan L. Shevitz

The Consultation on Professional Development was both informative and productive. In this brief report I will focus on the implications the proceedings had for our task force planning process and the possible directions we can investigate.

As you can see from the appended list of participants and the summary of their interests and concerns, we had representation from a wide range of settings: schools, congregations, camps, JCCs, federations, Hillels, universities, training institutions, national and regional Jewish educational agencies, national staff development associations, philanthropic foundations, seminaries and family service agencies. As importantly, the participants came with different disciplinary and professional commitments so that their views on the topic were far from uniform.

What follows is an overview of some of the issues that emerged and their possible implications for Brandeis:

Issues

1. There are some good programs being offered by different groups. But because professional development is only a small part of anyone's responsibility, it gets only episodic attention. This results in a scattershot approach. There are few systematic, sequenced or conceptually related programs for any of the professional groups. Offerings are not part of an overall design which emerges from a theory of educational improvement. There is a tremendous need for greater coordination and curricularization.
2. The most powerful professional development programs in secular education tend to be "job embedded." They are not solely workshops or seminars away from the workplace but have components of learning and application at the school. They usually involve several people from a given school. A recurrent problem in Jewish education is that the practitioner, even after he or she has participated in a powerful training experience, goes back to an unchanged institution and is often isolated in the sense that no one else from the institution has undergone similar training. The new approaches, not supported in any systematic way at the site, tend to fade over time.
3. There are different opinions on the extent to which professional development ought to be directly linked to measurably improved work and increased student learning. Some participants described programs that were designed to nourish the practitioners (rabbis, teachers and principals, in these cases), who sometimes feel isolated and depleted. By learning something, the claim goes, they become excited and prepared to engage more thoughtfully in their work. This related to how people define "Jewish education." Those who are more school-based tend to see professional development as necessarily linked to improved learning at the school – though Jewish education has not developed either

consensual standards or measures of actual learning. Those who see the school as part of a wider educational community recognize that there may need to be different approaches, goals and measures for different cadres of professionals. Still, there is a basic difference in how “utilitarian” the endeavors ought to be.

4. There were differences in participants’ understanding of leadership in education. A question left unaddressed is whether there are generic attributes and skills, though the comments made by several of the presenters (especially the practitioners) reminds us of the heterogeneity of needs even among people who have the same title and responsibilities in their settings.
5. There was tacit consensus on what “good practice” in professional development is. Some of the programs (including the Institute in Jewish Educational Leadership which the Hornstein Program ran for two years and which was evaluated by an outside evaluator) were better than others. Still, some participants argued that a set of standards for professional development ought to be drafted and promulgated. They saw the convened group as sufficiently representative to do this. Others asserted that it is premature and/or unsuitable to think in terms of standards. The conceptualization to which several of us came is that of “reculturing.” There is an obvious need to change and institutions’ and communities’ expectations of and approaches to professional development.
6. There is a gap between lay and professionals’ needs and interests. In some cases the professionals are seen as maintaining the status quo with lay leadership pressuring for change. In other cases it is the reverse. In some settings there is little meaningful interaction. As the deliberations progressed, it became clear that no one has thought carefully about how the “development” programs for lay leaders and professionals need to relate to each other. The result of this discontinuity is that the Jewish educational community is less potent than it might be. It suggests that there needs to be a relationship between lay leadership development and professional development.

Implications

1. It signaled to the field that Brandeis may be interested in taking a major role in developing and offering professional development programs for Jewish education. The feedback was positive in the sense that people assumed Brandeis could be an important player and that members of the community would look to us for direction. There were no indications that others were expecting to take the initiative. Even those groups who are active in this area would welcome a more ongoing, serious approach.
2. Participants discussed openly the “clear need for a trans-denominational convener” to stimulate deliberation on issues related to Jewish education. This seems to be role we can take for professional development and many other areas.
3. Participants see the need for some coordination in this field.
4. Based on what we already know and what we learned at the consultation, “professional development” is too narrow a focus. Any strategy needs to attend to lay leaders as well as the professionals. It is *leadership development* with several different populations and

components in mind. I could see us running powerful training programs for lay leaders, professionals, and for the two groups together.

5. Several principles need to guide leadership development programs:
 - a) Program design: we think about sets of loosely connected programs dealing with a population so that training can be ongoing and cumulative. The relevant questions are: What sorts of programs are best for different populations at different stages of their development? How should they be related, both conceptually and logistically?
 - b) Collaboration: developing and offering programs in collaboration with other institutions and agencies and between academics and practitioners; working with teams; and developing multi-disciplinary approaches.
 - c) Contextualization: approaches need to take into account the contexts in which people work. They must have strategies for changing the contexts as well as the individuals. The institution might need to be the unit of change, not an individual within it. Site embedded training, team approaches, and other strategies need to be considered.

By Monday afternoon the group was asking for us or JESNA (the co-conveners) to take some initiative. There was the desire to meet again, consider standards, and think about coordination. No institution (as currently constituted) has the jurisdiction or resources to do this. It is one possible area for Brandeis to consider.

Consultation on Professional Development for Jewish Educational Leaders
February 4 & 5, 1996
Hassenfeld Conference Center, Brandeis University

*Co-sponsored by the Benjamin S. Hornstein Program in Jewish Communal Service
and the Jewish Educational Service of North America*
*Partially funded by a grant from the Wexner Foundation with support from
the George and Beatrice Sherman Family Charitable Trust*

Sunday, February 4

12:00-1:00 Lunch and introductions (*Luria Conference Room*)
Susan Shevitz, Hornstein Program

I. Framing the inquiry

1:10-2:00 Discussion: Issues and concerns we bring to the table (*Levine-Ross Conference Room*)
Moderator: Susan Shevitz

2:00-2:45 Jewish educational leadership: A conceptual overview
Ellen Goldring, Vanderbilt University and CIJE

2:45-3:30 Small group discussions: Assumptions about Jewish educational leadership, adults as learners, and professional development which guide our work
Facilitators: Shulamith Elster, Baltimore Hebrew University
Judith Ginsberg, Covenant Foundation
Barry Holtz, Jewish Theological Seminary and CIJE
Susanne Shavelson, Hornstein Program

3:30-3:45 Break (*Luria*)

II. What's happening in the field? — Perspectives of planners and participants

3:45-4:30 Overview of the general field of professional development and initiatives in the Jewish community

- Stephanie Hirsh, National Staff Development Council, "A Paradigm Shift in Staff Development"
- Ferne Katleman, Wexner Foundation

Moderator: Gail Dorph, CIJE

- 4:30-6:30 a) The assumptions behind different program models and the realities encountered
Panel of program planners and participants
- Paul Flexner, JESNA & Robert Sherman, BJE of San Francisco: Executive Training Program
 - Susan Shevitz, Hornstein Program & Patty Kroll, Beth Shalom Synagogue, Kansas City: Institute in Jewish Educational Leadership for New Principals
 - Aryeh Davidson, JTS & Lucy Tannen, Solomon Schechter Day School of Greater Boston: Peer-Assisted Leadership Program
- Moderator: Gail Dorph, CIJE
- 6:30-7:30 Dinner (*Luria*)
- 7:45-9:00 Brainstorming session: If you had a magic wand... (*Feldberg Lounge*)
Given the needs of the field and our emerging conception of Jewish educational leadership and professional development, what approaches might we generate for different populations (day school principals and other personnel, BJE and Continuity Commission consultants, congregational directors of education and staff in non formal settings such as JCCs, Hillels, and youth organizations)?
- Moderator: Barry Chazan, JCCA
Facilitators: Judith Aronson, Kol Tikvah, Woodland Hills
Sara Shapiro, Community Foundation for Jewish Education
Robert Sherman, BJE of San Francisco

Monday, February 5

- 8:00-8:45 Continental breakfast (*Luria*)
- 9:00-10:45 b) Program models and implications (*Levine-Ross*)
Some professional development programs that were designed to change characteristics of the profession as well as of the professionals.
- Hyma Levin, Beth Emet Synagogue, Evanston & Sara Shapiro, Community Foundation for Jewish Education, Chicago
 - Steven Shaw, Jewish Theological Seminary: Rabbinic Retreats
 - Steven Noble, Council of Jewish Federations: Executive Development Program
- Moderator: Joseph Reimer, Hornstein Program
- 10:45-11:00 Break (*Luria*)
- 11:00-12:15 c) Evaluations
Data from two programs which had external evaluations will be presented in order to generate discussion about longer-term effects on participants and principles of practice.
- Aryeh Davidson, JTS: PAL Program, evaluation
 - Julie Tammivaara, New Principals' Institute, evaluation
- Moderator: Joseph Reimer, Hornstein Program

III. What are the links between the programs, and the field as it is (and ought to be)?

12:30-3:00 Working lunch, group discussion: What are the questions to be pursued? How can we bring our visions for professional development to fruition? (*Luria*)

Moderator: Jonathan Woocher, JESNA

Issues:

1. What roles do we envision for various institutional actors — universities, local agencies/institutions; national agencies, professional organizations?
2. What models can we imagine for bringing all these forces to bear in coordinated ways?
3. How can we overcome the real or perceived barriers that seem to prevent current and imagined models from being widely implemented?
4. How do we ensure that we keep “pushing the envelope,” and that programs really represent the state of the art?
5. Where do we start — can we agree on a set of next steps that would command broad support?
6. How should this group follow up to the consultation?



Participants in Consultation
on Jewish Education 2/4-5/96

Judith Aronson
Mentor Program
Kol Tikvah

Nancy Bloom
Hornstein Program MS-037

Barry Chazan
JCCA

Aryeh Davidson
Jewish Theological
Seminary

Gail Dorph
Council for Initiatives in
Jewish Education

Joshua Elkin
Solomon Schechter Day
School

Shulamith Elster
Baltimore Hebrew College

Paul Flexner
JESNA

Judith Ginsberg
The Covenant Foundation

Ellen Goldring
Peabody College
Vanderbilt University

Mirele Goldsmith
International Hillel

Stephanie Hirsh
National Staff Development
Council

Barry Holts
CIJE

Sherry Israel
Hornstein Program

Ferne Kattelman
Wexner Foundation

Patti Kroll
Beth Shalom Synagogue

Hyma Levin
Beth Emet Synagogue

Steve Noble
Council of Jewish
Federations

Steve Rakitt
Providence Jewish
Federation

Joe Reimer
Hornstein Program

Bernard Reisman
Hornstein Program

Myron Rosenblum
Chemistry Department

Jonathan Sarna
NEJS

Diane Schuster
Henry Murray Research Ctr.
Radcliff College

Sara Shapiro
Community Foundation for
Jewish Education

Susanne Shavelson
Hornstein Program

Steven Shaw
Jewish Theological
Seminary

Norton Sherman

Robert Sherman
Bureau of Jewish Education

Susan Shevitz
Hornstein Program

Julie Tammivaara

Lucy Tannen
Solomon Schechter Day
School

Diane Troderman

Sally Weber
Jewish Family Service

Cyd Weissman
Beth Am Israel

Jonathan Woocher
JESNA



*Consultation on Professional Development for Jewish Educational
Leaders
February 4 & 5, 1996
Brandeis University*

Summary of Questionnaire Results

Programs

The programs in which consultation attendees have participated range widely from training programs for Jewish educators, to staff development programs for administrators, to summer fellowships and retreats. Their responses indicated what they felt were the most effective characteristics of these programs:

- Training in reflecting on one's own behaviors and actions in professional situations.
- Seminars on teacher supervision that included practicing the skills being learned and being critiqued on their use.
- A program for foreign-language instructors that offered new tools and a new paradigm for looking at language proficiency and evaluating it in students.
- Programs that integrated the formation of networks and mentoring relationships.
- Programs that blend theory and practice, and offer participants concrete immediate feedback on their development of new skills.
- Programs that offer participants a sense of how others perceive their work styles.
- Programs that teach professionals a multidisciplinary view of their own work.
- Programs that have clear goals which are linked directly to content and outcomes.

Consultation attendees are also experienced developers of professional development programs. Their own lists of their most effective programs included the following:

- Retreats for principals, teachers, or rabbis.
- Training for day school teachers that includes theology, enhancement of pedagogical skills, and curriculum development.
- Intensive programs for teachers, staff developers, or principals that combine classroom work with continuing work with a mentor, within an ongoing network that continues beyond the duration of the program itself.
- Professional growth programs that link the practice of Jewish educators with Jewish traditions and values.
- Brandeis's Sherman Seminar, that offers middle managers in Jewish communal service 2½ days of intensive training in leadership and management.
- The Institute for New Principals (also at Brandeis), which took an integrated, holistic approach to help new principals grow into their jobs.

Concerns

Participants were asked to note briefly their greatest concerns or the greatest challenges facing the field of professional development for Jewish educational leaders. Their responses addressed issues of program design, the difficulties of effecting long-term change, the limited career options and lack of support for Jewish educators, and questions of whether it is institutions and communities rather than individuals that need to be “developed.”

Other concerns they mentioned included:

- The question of the *Jewish* basis of educational leadership — what is the relationship between Judaic content and professional skills?
- The need for a career path, adequate Jewish training, and on-the-job support to Jewish educational professionals.
- The need for more training in community organization.
- The cultivation and education of lay leadership.
- The difficulties individuals face when confronting an institutional culture that does not support their development and use of new skills.
- The challenge of designing, staffing and funding programs that actually change the practice of individuals and institutions.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

BRIEFING, 3.96

S. Shevitz

AN ORGANIZATIONAL OVERVIEW OF JEWISH EDUCATION

This is not meant to be a comprehensive list. It provides a view of the major players in North American Jewish education. There are several things to note:

- ◆ though there are many institutions listed, some are quite small in terms of staff, clientele and/or mandate
- ◆ not all communities have all the institutions
- ◆ not all the institutions maintain all the functions listed [e.g. some JCC's might have Jewish family education, some might not]
- ◆ though it's often referred to as a system, Jewish education is not a system; the different parts and players work only in loose relationship to each other and some of the parts and players have no relationship to each other
- ◆ there are several important Israel-based resources, especially for professional development

Local Direct Service Institutions	Functions/Educational Services
Day care center	day care family education
Synagogue	nursery school supplementary school [Sunday and/or weekday], elementary through high school grades adult education family education youth group day school
Jewish community center [JCC]	nursery school after-school programs Jewish cultural activities youth group adult education family education day and/or overnight camps
Day school/yeshiva [denominational or community]	various grade groupings, e.g. n-3, k-6, k-8, 9-12
Independent supplementary school	not sponsored by any synagogue/s or other agency

Institution of higher Jewish learning [e.g. Hebrew College, Ma'ayan]	high school adult education degree programs cultural programs camp
Youth organizations [NFTY, USY, B'nai Akiva, Young Judea, BBYO, etc.]	cultural, social, athletic, social action programs Israel trips
Adult organizations [Hadassah, B'nai Brith, etc.]	cultural, educational, social programs Israel trips
University/college	degree programs cultural and continuing education programs

Regional Support Institutions	
Federation	funds educational enterprises sets broad [macro] policy/agenda
Central agency for Jewish education [e.g. bureau of Jewish education]	support services[e.g. consultation, curriculum development, workshops, etc.] to Jewish educational institutions resource centers sometimes run their own schools and/or direct service programs advocacy influence community policy
Continuity commission	coalitions of synagogues, agencies and federations to improve and expand Jewish educational approaches operate own programs or subcontract to agencies
Denominational [movement] offices— UAHC, USCJ, UOJCA	consultation and programming support to congregations and schools within movement

Regional Direct Service Institutions	
Camp	can be private or sponsored by a local or national institution some have an overtly Jewish educational/ideological program winter retreats family camps
Supplementary high school	can be inter-congregational or independent
University/college	see above
Institution of higher learning for Jewish education	see above

National Support and Service Institutions	
Denominational offices: UAHC, JRF, USCJ, Torah U'Mesorah	provide some publications and/or curricula advocacy influence agenda within own movement try to set standards have professional groups [JEA, NATE]
JESNA	placement service for schools and educators advocacy research some programs funded through federation system
CIJE	independent national agency developing strategies to improve Jewish education systemic approaches
AIHLJE	represents the 13 institutions which train Jewish educators
CAJE	organizes annual conference for educators
Denominational training institutions [HUC, JTS, Yeshiva University]	train educators and rabbis for work in their own movement and other settings
BDF	represents the heads of the central agencies

GLOSSARY
THE "ALPHABET SOUP" OF JEWISH EDUCATION*

AIHLJE	Association of Institutions of Higher Learning in Jewish Education
BBYO	B'nai B'rith Youth Organization
BDF	Bureau Directors' Fellowship — Executive Directors of central agencies for Jewish education
CAJE	Coalition for the Advancement of Jewish Education
CIJE	Council for Initiatives in Jewish Education
CJE	Council on Jewish Education — National trans-denominational group of Jewish educators (other than teachers)
CLAL	National Jewish Center for Learning and Leadership
HUC	Hebrew Union College — the training institution for rabbis and educators in the Reform movement
JCC	Jewish Community Center
JCCA	Jewish Community Centers Association — the umbrella organization for all JCCs
JEA	Jewish Educators' Assembly — Professional group of Conservative principals
JESNA	Jewish Educational Service of North America
JRF	Jewish Reconstructionist Federation (formerly FIRCH — Federation of Reconstructionist Congregations and Havurot)
JTS	Jewish Theological Seminary — the training institution for rabbis and educators in the Conservative movement
NATE	National Association of Temple Educators — Professional group of Reform principals
NCSY	National Conference of Synagogue Youth — the youth organization of the Orthodox movement
NFTY	North American Federation of Temple Youth — the youth organization of the Reform movement
Schechter schools	Day schools of the Conservative movement
UAHC	Union of American Hebrew Congregations — the national organization of the Reform movement
UOJCA	Union of Orthodox Jewish Congregations of America — one of the national organizations serving some of the Orthodox community
USCJ	United Synagogue of Conservative Judaism — the national organization of the Conservative movement
USY	United Synagogue Youth — the youth organization of the Conservative movement
Yeshiva	Orthodox day school
YU	Yeshiva University — an Orthodox institution of higher learning that has among its programs the training of rabbis and educators

* see "An Organizational Overview of Jewish Education" for an explanation of the functions of these programs.

Brandeis
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TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
MEMORANDUM

To: Alan Hoffmann
From: Susanne A. Shavelson
Date: March 5, 1996
Subject: Report on Activities to Date

Task force staff and the steering committee have been working since the first task force meeting to clarify the educational needs of the American Jewish community, analyze the findings from our interviews with the members of the task force, and explore the possibilities for Brandeis's future initiatives in Jewish education. This packet will bring you up to date on these activities in preparation for the March 12 task force meeting, to be held from 2-5 p.m. in the President's Board Room in Irving Enclave.

Activities Since December 5 Task Force Meeting

Interviews have been completed with every member of the task force [report enclosed]. These have given us a sense of both what kind of information task force members need to proceed in their deliberations, and what directions task force members might like to pursue. In response to the requests of some task force members, several background briefings on Jewish education are being planned. The first — an overview of North American Jewish educational institutions and programs — will be offered twice: on Thursday, March 7 at 3:30 p.m., and on Monday, March 11 at 2:00 p.m., both in Lown 315.

The task force steering committee has met five times to discuss both process and content issues.

Two day-long meetings have been held between the steering committee and Alan Hoffmann and Barry Holtz of the Council for Initiatives in Jewish Education (CIJE) [summary enclosed].

A consultation on professional development for Jewish educational leaders was held at Brandeis on February 4 and 5 [see report of February 22].

Jehuda and Shulamit Reinhartz met with Mort and Barbara Mandel for dinner at the Mandels' home in Palm Beach, FL during their recent trip there. Conversations have also been held with other foundation representatives who may be interested in supporting initiatives that emerge from the planning process. The CRB Foundation recently awarded a three-year grant for professional training in response to a proposal submitted by the Hornstein Program several years ago.

March 12 meeting

The agenda for the meeting, along with a preliminary list of needs in the field of Jewish education, will be sent in a second mailing this week. The list will form the basis for part of our discussion during the meeting.

If you are unable to attend this meeting and have not already let us know, please call me at 736-2068 or send email to sshavelson@binah.cc.brandeis.edu.

We hope to see you then.

enclosures:
report on interviews
summary of steering committee/CIJE meetings

REPORT ON TASK FORCE INTERVIEWS

Summary

- Most task force members expressed the desire for some parameters or boundaries to the task force's deliberations, largely because they wanted some sense of what kinds of recommendations were most likely to be supported by the university administration and potential funders.
- Task force members vary in terms of their knowledge of the field of Jewish education and the kinds of ideas they have about Brandeis's future directions in this area. Some task force members are eager to "get down to business," while others want more knowledge of the field before proceeding.
- There was strong support for expanding collaborative, interdisciplinary efforts, both between Brandeis entities and between Brandeis and the larger community. There was also a great deal of interest in making the skills and knowledge of academics and scholars at the university more available to lay and professional leaders and to the community in general. One frequently-mentioned goal is to enhance the Judaic knowledge of communal leaders.
- Many task force members are interested in degree programs at Brandeis, including undergraduate and graduate degrees and/or certification programs in Jewish education.
- Many identified a need for research, particularly in the areas of gender issues in Jewish education, the profession of Jewish education, and evaluation of the field.

Process

Many task force members are looking for more parameters to the process. They would like to know what the constraints are, because they don't want to spend time or effort pursuing initiatives that are not likely to come to fruition. Several asked specifically for guidance about potential funders' areas of interest. There were suggestions that the planning process pursue endowed programs, which may be more likely to attract further interest from donors.

A sizable proportion of the task force wanted more time for the group to get a clear sense of its mission and of the lay of the land in terms of Jewish education in North America. They suggested the distribution of readings and/or some optional briefing sessions on the field of Jewish education. The briefings could offer information on what institutions are offering what kinds of programs and for whom, what has been tried in the past, and what has been successful or not. They do not wish to divide into sub-committees or begin pursuing specific areas without a better understanding of the parameters of the problem and a stronger identity for the group.

Other task force members are eager to break into sub-committees and begin to pursue discrete tasks. Several were of the opinion that the task force will need to move quickly and be ready with a plan of action to begin in 1997.

Institutional models

A major theme that emerged from the interviews was the importance of exploring new, innovative models for collaborations within Brandeis. This would involve the enhancement of interdisciplinary activity and the empowerment of individuals to effect change. They saw connections between the strong

support for interdisciplinary work at Brandeis and the great potential for collaborations between and among teachers, lay leaders, scholars, principals, etc.

Brandeis and the community

Many expressed the desire to serve the whole Jewish community, not just Brandeis. They would like to find ways of feeding the scholarly work that takes place here into the Jewish community and the practice of Jewish education. Specific suggestions included formal structures for scholars to go out into the community (this now takes place on an individual basis), expanded adult education offerings, text study for teachers, training programs for professionals as well as established lay leaders and "young" leaders, and programs for lay people and professionals together. Some were concerned that links be built to the different service agencies in the field so as to maximize impact.

Brandeis's role in Jewish education

A number of task force members, remembering their own experiences or those of their children, feel that Jewish education is devalued by American Jews. Several were gratified by the interest of the president and provost, and felt that this indicated the university's willingness to make a commitment to Jewish education. Some concern was expressed that the training of Jewish educators focuses too much on management and administrative skills and not enough on their Jewish knowledge. Though some people asserted that the most powerful aspect of the Hornstein Program's training of Jewish educators to date is the political and organizational sophistication they acquire, others cited their ability to identify and accomplish what needs to get done.

There was a diversity of opinion about Brandeis's role. Some expressed the opinion that Brandeis's main responsibility is to serve undergraduates, and that any expansion of its activity in Jewish education should recognize this. Some were very interested in expanding the Jewish education and training of other professionals, lay leaders and adults in the community, and graduate students. There was a caution that the university not lose sight of what it does best in professional training, i.e. the comprehensive preparation of graduate students to take serious responsibility in the Jewish community. There was a feeling that efforts should be research-based, serve the Jewish community as a whole, have an integrated, holistic view of the profession, show understanding of teaching, emphasize multiple skills, yield a sense of what it means to create a comprehensive Jewish education, and be driven by community needs. There was interest in the question of Brandeis's understanding of its Jewish identity and what the Jewish experience is like for Jewish undergraduates. Others want a more specific understanding of Brandeis's relationship to the American Jewish educational scene and how Brandeis wants to contribute to it.

Areas of interest

Research areas in which task force members expressed interest include market research, the development of a research capacity in Jewish education, gender-based research, curriculum development (particularly in Hebrew language, Jewish history, and the Bible), adolescence, Israel, Hillels and research into the history of American Jewish education. Several also stated their interest in the evaluation of Jewish educational programming, training, and other areas of the field. There was interest in inquiry into some of the larger questions of Jewish education, such as the future of the American Jewish community, what constitutes Jewish education, what the Jewish content of the training of professionals should be, and what an educated Jew should know.

Programming areas of interest included cultural programming to reach underaffiliated teens and young adults, and Brandeis/Israel exchange or fellowship programs. The suggestion was made not to separate

formal and non-formal education, but rather to think about them in an integrated way, and to think as well about synthesizing Jewish education in all the settings in which it's offered: camp, school, youth group, etc.

Several task force members were mindful of the dearth of jobs for graduating Ph.D.s in Judaic studies. They are interested in the development of expanded career possibilities in Jewish education. Their suggestions included joint doctoral programs, research work and professional training, perhaps in collaboration with the education program. The need for personnel was identified as a core problem in Jewish education and an area in which Brandeis can make an important contribution.

The culture of Jewish institutions is also an area of interest. There were suggestions for research into the area of congregational and school change. Suggestions were made about shaping the culture of Jewish educational institutions to make them more receptive to young families, and make them places where people would really want to engage themselves. That includes lowering the threshold for participation while maintaining expectations and responsibility. There is also a feeling that Jewish institutions and leadership, in their concern with Jewish identity, have withdrawn from American civic life, which runs against the integrationist tendency of most American Jews. Some felt that there need opportunities for American Jews to engage with their religion in a way that affirms both cultures.

SUMMARY OF STEERING COMMITTEE/CIJE MEETINGS

The steering committee (Marc Brettler, Joseph Reimer, Susanne Shavelson, Susan Shevitz and Dan Terris) met with Alan Hoffmann and Barry Holtz of CIJE (Council for Initiatives in Jewish Education) on January 25 and February 12.

At the January 25 meeting, discussion centered around the main themes emerging from the interviews, and how these might be translated into future directions for Brandeis. The group looked at task force members' suggestions and interests for Jewish education at Brandeis, and talked about the core ideas behind them. It was pointed out that there is at present no neutral (i.e., non-denominational) meeting-ground in the Jewish community for discussion of and inquiry into major questions and issues about Jewish education and the Jewish future. The suggestion was made that Brandeis could be uniquely equipped to fill that role. Other Brandeis strengths that were identified included its affinity for interdisciplinary, collaborative working models, and the existing high level of faculty contact with the community.

The February 12 meeting narrowed the discussion somewhat by comparing a preliminary list of the community's greatest educational needs to an overview of some of Brandeis's existing resources. The group explored ways of identifying needs for the task force to focus on that would make the best use of the university's current and potential ability to address those needs. It was agreed that any plan that emerged would need to take both Brandeis's well-being and the needs of the community into account equally.

To: Alan Hoffmann, Barry Holtz
From: Susanne Shavelson
Re: Agenda and list of needs for Tuesday's meeting

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

Agenda: March 12, 1996
Irving Enclave Board Room

- 2:00-2:15 Welcome — Jehuda Reinharz, Chmn.
- 2:15-2:45 Parameters/guiding principles for the planning process
- 2:45-3:45 Major educational needs and issues of the national Jewish community
- 3:45-4:00 Break
- 4:00-4:45 Emerging directions
- 4:45-5:00 Next steps

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS Urgent Issues Facing Jewish Education in North America

One way to characterize the state of Jewish education in North America is to speak of the main issues or challenges facing the field today. Alan Hoffmann, the director of the Council for Initiatives in Jewish Education (CIJE), prepared a list of 14 of the most urgent needs of the field. Susan Shevitz and Joseph Reimer have slightly modified and rearranged Alan's list and prepared for the task force's consideration this list of urgent issues. Clearly, this represents a first cut at the question and will be modified, if not overhauled, by the discussions of the task force.

The urgent issues are divided into three categories. The conceptual issues are those which define the very nature of the endeavor — the transmission of Jewish culture via education. The field-building issues are those which apply across the institutions of Jewish education, representing the building-blocks for strengthening the field as a whole. The programmatic issues refer to strengthening the effectiveness of specific domains within Jewish education.

Conceptual

1. *Motivation* — The transmission of Jewish culture is a voluntary act that relies on motivated individuals, families, and communities that feel called upon to respond to this challenge. Yet we have little understanding of what motivates or de-motivates people or how to build greater motivation among them for facing this challenge.
2. *Organizing Principle* — More than most other Jewish communities, the American Jewish community has relied on religious institutions to convey Jewish culture. Yet most American Jews are highly secular. Are there alternative frameworks to consider as conveyors of Jewish culture in North America?

Building the Field

3. *Leadership* — There is a need to develop leadership for all sectors of Jewish education, including professional and lay leadership. Professional development might include training for school principals, master teachers, senior non-formal educators and communal educational planners. Lay leaders also need to be engaged in thinking about the role of Jewish education and how to make its institutions work more effectively.
4. *Teachers* — At all levels the recruitment, training and retention of qualified teachers needs serious attention. This involves bringing more people into teaching, improving the level of those already teaching, and creating conditions to help teachers professionally develop within their classrooms.
5. *Rabbis* — Rabbis are central educators within Jewish communal life and yet may not think of themselves as educators. Are there ways to offer rabbis the kinds of educational training that will help them teach their people more effectively?

6. *Curricular areas* — There are central curricular areas covered in most Jewish schools. These include: Hebrew, Bible, history, and Jewish religious practice. Yet little systematic attention is being paid to the fundamental questions of goals, standards or improvement of instruction and learning in any of these areas at any level of formal education.
7. *Beyond schooling* — Jewish education relies heavily on schooling. Yet there is a pressing need to develop the alternatives to schooling; the ways that Jews from childhood through adulthood can learn about their Jewishness outside the context of schools.
8. *Research* — There is a dearth of systematic research being conducted on all areas of Jewish education. From the history of the field to the study of learners and teachers, adults and families, curriculum and instruction, very little is known beyond anecdote, impression, and occasional study. Without a research capacity, how can this field develop?
9. *Evaluation* — Of all the research needs, the most immediate is the systematic evaluation of Jewish educational programs to determine their relative effectiveness. Without this basic feedback, educators and their funders are working in the dark in terms of learning the impact of programs on their intended audience.

Programmatic

10. *Early childhood* — Many Jewish children are in programs during these years, but the educational staff are often without much Jewish background. There is no organizational framework to unite these educators or to offer research, policy, training and materials.
11. *Day schools* — A fast-growing domain that is today expanding rapidly into the high school years. There is more organization than in early childhood, but a similar lack of research, policy, training and curricular development.
12. *Camps* — Many Jewish families send their children to summer camps of many different varieties. Yet with the exception of a few camps, little systematic attention has been paid to maximizing the Jewish educational benefits of the camping experience.
13. *Jewish Community Centers* — The JCC movement has taken important steps to upgrade JCCs' educational programs. But what has the impact of that been on the membership? How can JCCs expand their Jewish cultural missions in ways that make a significant difference in the lives of their members?
14. *Adolescence and the college years* — Once past bar or bat mitzvah, Jewish youth fall away in great numbers from Jewish involvement. On campus, Hillels are going through systematic changes, but they still reach only a minority of Jewish students. Are there powerful alternative strategies to be developed to reach Jewish youth? Could Brandeis serve as a lab for developing some of these strategies?

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

March 12, 1996

PARAMETERS: PRINCIPLES TO GUIDE THE PLANNING PROCESS

PRELIMINARY LIST

- sustain the centrality of Judaic and other related scholarship and research
- be transdenominational and pluralistic in scope and practice
- have a national and international scope
- foster multi-disciplinary collaborations by maintaining [changing] partnerships among different faculty, departments, programs
- maintain flexible partnerships with practitioners and institutions in the field
- develop relationship between theory and practice, scholarship and application and foster collaborations between practitioners and academics
- serve the undergraduate population
- provide graduate education/ professional training

- ① ^{diff.} language a little precise, rather than new individual [JS]
- ② Relationship with rest of University - collaborative process [MR]
- ③ Commitment to formal and informal settings [JE]
- ④ Importance of trans-denominational [AG]
- ⑤ This is the correct point of what is innovation [JR]
- ⑥ utilizing existing resources in University [LS]
- ⑦ Commitment to issue of gender [SBF]
- ⑧ 'Professional' shd. include in-service [DM]

Barry: How do we prioritize within these criteria

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

Parameters: Principles to Guide the Planning Process

Preliminary List

- Sustain the centrality of scholarship and research
- Be trans-denominational in scope and practice
- Be pluralistic in scope and practice
- Have a national and international scope
- Foster multi-disciplinary collaborations
- Maintain [changing] partnerships with the field
- Develop relationship between theory and practice, scholarship and application
- Foster collaborations between practitioners and academics
- Serve the undergraduate population
- Provide graduate education/professional training

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TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
MEMORANDUM

To: Alan Hoffmann
From: Susanne A. Shavelson
Date: May 6, 1996
Subject: Minutes: Steering Committee/CIJE meeting 4/29/96

Review of Recent Activity

Susanne began with an overview of task force activity since the March 12 meeting. This activity includes:

- circulation of Dan Terris's Center description to the task force;
- collection of written reactions to it;
- convening of the first of two group discussions with task force members to learn their reactions to the Center idea and their priorities for initial focus areas;
- development of a detailed steering committee/task force work plan for the rest of 1996; and
- a meeting between Jehuda Reinharz and Mort Mandel.

Susanne added that after the second task force group discussion (5/1) she will compile a report on task force reactions to and priorities for the steering committee's plans.

Structure/Leadership

Alan raised the question of whether the steering committee was proceeding on the assumption that a full Center was the goal. He advised shaping the agenda by keeping in mind both the impact on Brandeis and the impact on the American Jewish community. His question involved whether the Center would spring into existence full-blown, or start with an initial piece and be phased in over time. Susan responded that the steering committee has been discussing this issue, and that it was leaning toward a multiple-year plan that would involve the phase-in of multiple "modules," all consistent with the Center's mission and principles. Marc pointed out that "Center" is an amorphous term at Brandeis — it can be a very small unit; but that there was a need for some kind of umbrella organization to help people come together who otherwise wouldn't.

We turned to discussing how the phase-in and planning might work. Barry asked what the steps along the way to establishing the Center might be. Dan said that even with smaller initial steps, the process needs a big long-term vision to create and respond to the interest of funders. Alan added that the planning process has been about the balance between a big vision and the need to identify smaller initiatives that will be effective in the shorter term. He suggested that the design for the first several years should indicate the phase-in of future areas of involvement, including training and identifying people for future participation. Barry added that the movement back and forth (in discussion of the Center) between the smaller initial projects and the larger long-term activities will help to sustain interest at Brandeis.

Susan asked about visibility outside Brandeis — for what populations is this most important? Joe saw that as a leadership issue — the leader needs to be someone who can create external visibility while maintaining internal support. Identifying such a person will be a major issue. Alan suggested that the president could be building the support while the director runs the initiative itself. Joe felt that there needs to be an internal champion who makes it clear to the faculty that s/he has no other interests at Brandeis. In Alan's view it will be hard for an outsider to take this on, while with the right support Jehuda could keep this at the forefront of faculty, donor and trustee interest. Marc felt that it will be hard to get a first-rate person from outside without making a long-term commitment to him/her.

Susan suggested that the question does not need immediate resolution; there are several possible combinations that could work and we need to consider the structure of the Center and its placement within the university. Barry wondered whether: something could be started without its leader, and conversely whether a leader could be attracted without something already started. Alan commented that the leader would have to make a contribution to the whole university and increase its capacity.

In terms of building the structure, Alan said, it will be helpful to approach any given piece as if the whole Center existed, so that each module serves as a prototype. Susan noted that this would include permanent *and* transient additions. Joe said that we will need to make sure we don't just think about what's good for Brandeis, because that won't sell anywhere. At least initially, Dan remarked, we should build on existing university strengths while identifying desired future strengths to be built. Barry added that foundations look at an institution's track record when making funding decisions, so that a criterion for the first initiative should be the generation of impact in a fairly short time period.

The group generated a list of possible initiatives, as follows (not in order of priority):

- ✓ • Convening an interdisciplinary symposium, i.e. an ongoing national debate/conversation on critical issues involving academics and practitioners with built in communication and outreach mechanisms to raise the level of discourse on issues of Jewish education and their impact on professionals, scholars, and lay people
- Using information/communications technology for the development of a national Jewish education community
- Creation of an *impactful* ongoing program for lay leadership development
- Building on the Genesis program to extend the model of Jewish education, involving teachers and administrators at the secondary level
- Using NEJS/JCS/Heller faculty to train professionals
- Creating an interface between Judaica scholars and the Jewish education profession — sending scholars out into the field
- Curriculum deliberation in the broadest sense — not the development of materials, but using scholars to provide frameworks for the establishment of curricular *goals*
- Fostering an understanding of evaluation — examination of what it means to ask, “has the project worked effectively?” — have your strategies made any difference?
- ✓ • Preparing Brandeis undergraduates for careers in Jewish education

- Planning for Jewish education in the biggest sense — training communal planners
- Leadership development in Jewish education in these areas:
 - school principals: day, congregational, and high schools
 - the field of early childhood Jewish education
 - leaders in teacher education
 - executive development
 - consultants/middle management — the meaning of consulting to an institution;
 - institutionalizing change

Barry commented that Jehuda seemed particularly interested in leadership and goals of Jewish education; in the *purpose* of teaching what we teach. Susan added that research will need to incorporate both academics' and practitioners' perspectives, so that the field will see it as reflecting "their reality." Dan pointed out that training will be insufficient without positions in the field for the trainees.

Barry asked about what it takes to create top lay leaders, as there are many different views of how people can be inspired to support Jewish education. Susan noted that unless we think about leadership *overall*, with significant overlap between professionals and lay people, we cannot succeed. She noted the difficulties: some professionals are intimidated by lay leaders, while lay people often feel that they are not listened to by the professionals. Both populations need to be brought along together. Barry agreed with the huge need in this area, and suggested that we need to talk in terms both of the broad Jewish future and of working with specific institutions.

Alan identified several criteria to keep in mind for the eventual selection of a focus for the Center's first initiatives: content, scope, quality and institution-building (internal and external). Marc emphasized the need to change the perception of Jewish education and to have a clear vision. As we think about the short term we should have both narrow and broad sets of goals; in making decisions about priorities we need to think about keeping people on board.

Priority-Setting

Susan suggested that even in a phase-in stage, the Center should have more than a single area of interest. She suggested two possible building blocks: an institute on teaching, and one on leadership. Alan saw the issue of leadership as an overlay — a context, not a content area. The group wondered, however, whether *lay* leadership should be a content area.

With regard to teaching, Alan asked whether the absence of a school of education was a liability. Susan replied that it was not because of the Brandeis education program which offers certification. She reminded the group that several task force members saw teaching as an area in which we might do well to become involved. She also suggested that the Brandeis undergraduate population would be a good path for involvement into adolescence, through teacher training, youth work, or research projects that involved them.

Barry commented that such activities could be a way to excite undergraduates about careers in the Jewish world. For Dan that involved making Jewish education intellectually exciting and making sure that outside institutions provide exciting opportunities for the people who would be trained at Brandeis. He thought that the topic of youth would be appealing to Brandeis faculty if it connected directly to Brandeis undergraduates. Alan suggested connecting Brandeis undergraduates to the professional life of the Jewish community, including perhaps a "Teach for America"-type of program that did outreach to Jewish adolescents.

Joe advanced an argument for leadership as a focus because it's an area not already occupied by other institutions. This is also a promising way to engage faculty early in the process, and it seems likely to attract donor interest. Susan added that the definition of leadership needed to be expanded to include professionals.

The group returned to the discussion about whether to start with one or two initial focus areas. Joe said that if there is only one, it would need to contain all of the principles and components of the eventual larger Center. Dan added that the early plans should indicate areas of future development. If the first initiative is to build on an existing strength, the second should be in an area of *potential* Brandeis strength, with a longer lead time. Barry commented that the identification of the second area shows that there will be a Center is more consistent with the charge to the task force to "think big." Susanne added that the presence of or plan for a second initiative would be what distinguished the "Center" from a project — that the structures that link the initiatives would constitute the beginnings of the Center. Joe commented that task force members seem at the moment to be more concerned with the Center's characteristics than specific focus areas. Alan suggested thinking in terms of the types of faculty positions to be added.

Susan asked the immediate questions:

- should the May 31 meeting be with the whole task force or be a working meeting with the president, the provost, the steering committee and Alan Hoffmann and Barry Holtz?
- what does the steering committee need to know in terms of its continuing relationship with CIJE, given the anticipated transition?

The feeling was that the time on May 31 would be most productive in a smaller session; the entire task force will not be convened. The steering committee will, however, continue to be in close communication with the task force.

Alan gave an overview of relevant CIJE issues. He stressed the importance of forming the lay committee soon, before the planning process progresses too far. His involvement will be continuing to some degree as a replacement for him at CIJE has not been found. The Mandel foundation does not have formal deadlines for grant applications, so the Brandeis committee should submit an application for additional funding when there is a more focused sense of the initial steps and of the big picture. The proposal should contain a description of the Center, a rationale for it, and a plan for getting started. The key issue to be addressed is: what difference will this make to the Jewish community?

Rule of
Spending

Susan ended the meeting by noting that the discussion will result in a revision of the work plan the steering committee has developed, particularly by being attentive to the formation of the lay committee and that the steering committee will be working with task force members to select and define the first focus areas.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
PRELIMINARY OUTLINE OF THE CENTER DESIGN AND PROGRAM

Susan Shevitz
Joseph Reimer
Susanne Shavelson
May 23, 1996

Overview

The Faculty Task Force on Jewish Education at Brandeis decided at its last meeting to explore the concept of an interdisciplinary center at Brandeis which would support the University's developing educational links with the North American Jewish community.

At a subsequent meeting between the steering committee and the consultants from the CIJE, and in conversations with Task Force members, there was broad agreement that rather than attempt to launch a fully developed center, a more gradual approach should be tried. The purpose of this outline is to suggest how that gradual approach may be conceived.

Purposes of the Center

The proposed center will serve several key purposes:

1. Generate a new level of discussion among academics, professionals and lay leaders on the broadest issues that affect the Jewish future and the transmission of Jewish culture from one generation to the next;
2. Focus interdisciplinary research within the University, on key educational issues facing the Jewish community;
3. Expand the University's capacity to train professionals for the field at the undergraduate, graduate and in-service levels;
4. Provide ongoing leadership training for both top professional and lay leaders involved in Jewish education.

The purposes would be pursued within the parameters and characteristics that best characterize Brandeis as a research university. These include:

- high quality of scholarship and research
- broad conception with long-range vision
- interdisciplinary/collaborative models
- non-sectarian, pluralistic
- serves Brandeis community and communities outside
- fosters partnerships/collaboration between Brandeis and the Jewish educational field

- ambitious in scope with national impact
- includes training, scholarship, research, evaluation, program development, undergraduate education and leadership development

The center would develop extensive links with the Jewish community and seek to have significant impact on how Jewish education — broadly conceived — is understood and practiced.

Staffing and Organizational Structure

The center is envisioned as a new inter-disciplinary structure within the university that would draw upon existing Brandeis faculty and seek to expand the core number of professors who work on these questions and concerns. How the center would fit within the university and relate to existing departments, centers and schools is yet to be determined.

The steering committee has imagined that the center, even in its preliminary stages, will need a strong director to coordinate all aspects of center operations, provide intellectual and programmatic leadership and secure ongoing support. How that director is to be found is yet to be determined.

The center would be served by a core faculty with joint appointments in other departments. Other faculty, including academics and practitioners, might be invited for more discrete roles. A staff member responsible for developing links with the Jewish community would also be needed.

Phase-in Period

The steering committee is proposing a multi-year phase-in period during which the key aspects of the envisioned center would be gradually put into operation in ways that reflect the basic components of the center's design. The phase-in period might include the start-up of these center activities.

1. The Interdisciplinary Core Seminar

At the heart of the center is the creation of an interdisciplinary core seminar that would run for at least a full academic year. It would involve center faculty and invited scholars, professionals and lay leaders in in-depth exploration of a key question about the Jewish future that has relevance for the enterprise of Jewish education. The seminar will animate the work of the center and raise the discourse of Jewish education to a new level of seriousness.

Essential to the design of the center is how the work of the core seminar relates to the other aspects of the center's work and how its conversation is joined to other conversations ongoing in the Jewish community. Finding or building those links will be a real challenge, but also an opportunity to link the university to the community. The seminar would develop activities to reach beyond its immediate participants to the broader Jewish community. For example, it might publish papers and/or briefs, use long-distance learning methods, or develop a Web site.

2. Focus Areas

Over time the center will develop several focus areas. Each focus area will be organized around a theme which:

- has multiple, significant implications for Jewish life
- can be investigated from a variety of disciplines
- is of interest to scholars and practitioners
- can generate and sustain many innovative activities that have direct impact on the Jewish community and the field of Jewish education.

The steering committee has thought it best to work on two focus areas during the phase-in period, though they might not begin simultaneously. While a focus area might initially have, for example, one research project and two action projects, the focus area itself will be broader than these specific projects. Different projects will be initiated as the knowledge base develops and work proceeds in each area.

Two focus areas which might be developed first are: a) youth and adolescence and b) leadership in Jewish education.

a) Focus Area: Youth and Adolescence

With Brandeis having recognized expertise in this field, a focus area in Jewish youth and adolescence would allow the university to deepen its involvement and bring a more coordinated scholarly and professional perspective to understanding and educating Jewish youth during the high school and college years.

The focus area would:

- Bring together scholars from across disciplinary lines to consider the place of Jewish youth in contemporary culture.
- Bring together the various youth initiatives at Brandeis in ways that allow them to interact creatively and share resources (e.g. evaluation, dissemination, training).
- Find creative ways of involving Brandeis students in these initiatives in ways that provide training to the students and valuable interns to the initiatives.
- Find creative ways of drawing links between these Brandeis initiatives and resources within the community. This may involve setting up professional development for those who work with youth in high schools, youth groups and college campuses, as well as seminars for lay leaders with interests in issues affecting Jewish youth.

b) Focus Area: Leadership

The paucity of qualified and effective leaders for all aspects of Jewish education has been well documented and is true for professional and lay positions at every level. Despite long-term acknowledgment of this, currently there is no place in the community where the problem is systematically analyzed and addressed. A focus area on leadership would yield diverse, ongoing projects to address this overriding issue. This would not preclude other focus areas (e.g. adolescence and youth) from working with leaders in their sectors; indeed, coordination among focus areas would be highly beneficial.

The leadership focus area would choose several populations with which to work initially, such as school principals, lay leaders of regional Jewish educational agencies, and staff of regional Jewish educational agencies. Several principles would undergird the work, including:

- Inquiry into the nature of leadership in a changing community needs to inform the emerging approaches.
- Intellectual content and theory need to support diverse approaches to leadership development.
- Sustained educational contact with participants is necessary to support significant change.
- Curricula and programs for particular populations need to be built upon each other.
- Partnerships with agencies in the community are needed to create conditions which support professional and lay development.
- Lay and professional leaders need to develop "in sync" with each other.

Some examples of projects which could be sponsored by this focus area are:

Coordinated institutes for principals of Jewish schools at different stages of their careers, e.g. teachers who want to become principals, novice principals who have not been trained in Jewish educational leadership, principals whose roles and functions are expanding (such as becoming educational directors).

Multi-site, in-depth qualitative study of leadership at 3 institutions (research to be designed, undertaken and analyzed by a team of scholars and practitioners).

Coordinated seminars on major issues in Jewish education for lay leaders of regional and national Jewish educational agencies (based on the model of Humanities and the Professions).

Seminars for outstanding young educators modeled after Brandeis's Sherman Seminar for Young Professionals.

Questions to be discussed

- Is the plan presented above the best way to phase in the center?
- What is a reasonable pace for phasing in seminar and focus areas, given funding sources and university realities?
- How might we think about the place of this center in the university?
- Are the two proposed focus areas the best ones with which to begin the center? What other focus areas might follow them?
- What might the role of the lay advisory group be? Who ideally would be the members of this group?

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

MEMORANDUM

To: Alan Hoffmann and Barry Holtz
From: Susan L. Shevitz *hw*
Date: 5/28/96
Subject: Agenda for our May 31 meeting with the President, Provost and Steering Committee

The agenda for our Friday meeting directly reflects the concerns identified in the "Preliminary Outline of the Center Design and Program" which I sent last Thursday. We are all looking forward to a productive, working meeting. Since Irv Epstein needs to leave by noon, I've put the question he is most knowledgeable about -- the structure and placement of a center within the university -- early in the meeting. The time after Barry leaves has been left flexible. Alan and Jehuda might want to pursue some of the questions privately at that point or the steering committee might want to meet with Jehuda; we're comfortable holding open the possibilities.

Call if you've any questions or suggestions. Looking forward to a productive meeting -- and to seeing the two of you! *Jehuda*

AGENDA FOR MAY 31 MEETING

1. Welcome and goals for the meeting (11-11:05)
2. Recent task force developments (11:05-:10)
3. Discussion of the organization and placement of the center within the university, based on Brandeis' experience with other centers (11:10-:45)
 - * relationships to other schools and departments
 - * maintaining interdisciplinary work
 - * balancing internal and external concerns and clients
 - * financing
4. Discussion of the center's phase-in of the center (11:50-12:30/40)
 - * timing and scope: when to start and with how many focus areas? staffing implications?
 - * selection of focus areas: are adolescence/youth and leadership the most appropriate for Brandeis?
 - * the relationship of the core seminar to the focus areas?

Break for lunch at 12:30/40

5. Discussion of lay leadership advisory group for the center: exchange of CLJE and Brandeis perspectives (12:50 -1:30)
 - * what are the goals and purposes of this group?
 - * given these goals and purposes, what are the selection criteria?
6. Next steps (until 2)

Wisdom
not WW!

Strategically
involved.

BY ADVICE

5/31/96

To: Alan Hoffmann
From: Joe Reimer
Re: Lay Advisory Board

Alan,

These are the names mentioned today as potential members of a lay advisory board for the center at Brandeis.

- Mort Mandel
- Chuck Ratner
- Charles Bronfman
- Bernie Marcus
- Charles Schusterman
- Ellie Katz ✓

ERIC
John
Lerner
Lynne Kroy

Last time you and I talked we also mentioned:

- ~~Felix Posen~~
- ~~Michael Steinhardt~~
- ~~Peggy Fishman~~
- Sylvia Hassenfeld (Brandeis board)

Jehuda has wondered about "wisdom" from Harvard:

- Yitzchak Twersky
- Chris Winship (sociology) (Brandeis spouse)
- Martha Minnow (law - I know her from Covenant board)

Jehuda will try to arrange a call with Mort after you meet with him next Friday.

I will work on this list and seek further input from you and others.

Make an error — forgive
himself.

Must ^{not} take responsibility
One-time experts



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

Brandeis
✓ File

cc: 1) Gail
2) Ellen
Adams

June 10

TO: STEERING COMMITTEE, TASK FORCE ON JEWISH EDUCATION

FROM: SUSAN L. SHEVITZ *SS*

I've attached the executive summary of the external evaluation of the New Principals' Institute. We ran under a grant from the Wexner Foundation. Not only is it satisfying (from the perspective of its planning), but it is also quite relevant to our deliberations.

If you want to see the full evaluation, let me know.

cc: Dr. Barry Holtz
Alan Hoffmann

enc

ng

Institute in Jewish Educational Leadership for New Principals
An Evaluation



Julie Tammivaara, Ph.D.

January 1996

Institute in Jewish Educational Leadership for New Principals: Executive Summary

The Institute in Jewish Educational Leadership for New Principals, sponsored by Brandeis University and Jewish Educational Services of North America [JESNA] and supported by the Wexner Foundation, served two cohorts of principals. The first cohort entered the program in June, 1993, and the second followed one year later. Designed to assist principals with at least one but no more than five years of experience, the institute had five goals:

1. To develop personal models of professional practice that synthesize educational and leadership functions;
2. To learn several inter-related skills concerning school leadership, including budgeting, lay-professional relations, staff development, planning, program evaluation, and public relations and communication;
3. To be able to apply learned skills to cases from the field;
4. To develop personal theories of educational leadership and consider how to embody their ideas into their work; and,
5. To develop ways to reflect on their own professional practice and to examine their professional stances with fellow participants.

To attain these goals, participants met for a five-day seminar, experienced a period of mentoring with experienced faculty throughout the academic year, and re-convened in the spring for a three-day consultation. Thirty-six principals completed the requirements of the institute.

Following participation in the institute, 92% of the first cohort and 75% of the second cohort reported they had increased their commitment to Jewish education. Eighty-five per cent of the first cohort and 58% of the second cohort increased their responsibilities as educational leaders, and 31% of the first and 50% of the second cohort increased their time commitment to Jewish education.

The three phases of the institute permitted participants to enhance their understanding of their role as Jewish educational leaders in three learning contexts: the seminar, faculty mentoring, and collaboration with peers.

The seminar was particularly effective in assisting new principals in the following areas:

- ◆ Learning role appropriate behaviors,
- ◆ Learning to manage multiple roles,
- ◆ Relating to lay leaders,
- ◆ Understanding the political context of educational administration,
- ◆ Learning to nurture collegiality among faculty,
- ◆ Initiating school change,
- ◆ Gaining confidence as leaders,
- ◆ Understanding the leadership role,
- ◆ Gaining a theoretical understanding of leadership, and,
- ◆ Articulating a vision of Jewish education.

The mentoring relationship was particularly helpful in assisting participants to:

- ◆ Establish role boundaries,
- ◆ Learn how to delegate responsibility,
- ◆ Learn role-appropriate behaviors,
- ◆ Relate to lay leaders,
- ◆ Understand the political context of educational administration,
- ◆ Mentor others,
- ◆ Gain confidence as leaders,
- ◆ Understand the leadership role,
- ◆ Gain a theoretical understanding of educational leadership, and
- ◆ Articulate a vision for their school.

Fellow participants were helpful in assisting participants to:

- ◆ Learn role appropriate behaviors,
- ◆ Relate more effectively with other principals,

- ◆ Relate effectively with their faculty,
- ◆ Learn to build a climate of respect in their school, and
- ◆ Initiate school change.

All participants shared their new learning and experience with others in their schools; most shared what they had learned with others in their communities. Three-fourths of the first cohort and nearly half of the second cohort interacted with colleagues beyond their local communities about the institute. The institute assisted participants in significantly expanding their professional networks.

Participants reported the institute had a profound effect upon them in several ways: enhancing their confidence as leaders, connecting them with others in similar circumstances, assisting them to become more professional in their work, and understanding the larger context in which their professional lives are embedded. Overall, nearly all participants rated the institute as the best professional development experience in which they had ever taken part.

The leadership of the Institute in Jewish Educational Leadership for New Principals have constructed a powerful model of professional development that has had a wide-ranging and deep affect on those who have participated. The field of Jewish education would be immeasurably enhanced if similar programs were to be implemented for other new principals and additional programs designed for more experienced principals.

SHERMAN CONFERENCE ON RESEARCH IN JEWISH FAMILY EDUCATION
JUNE 16-18, 1996 – BRANDEIS UNIVERSITY
DRAFT AGENDA

SUNDAY, JUNE 16

- 3:00-3:45 Registration
3:45-4:00 Welcome
4:00-5:30 *Ostriches and Eagles: Evaluating Family Education Initiatives*
Susan Shevitz, Brandeis University
5:45-6:45 Dinner
7:00-8:30 *The Whizin Institute Survey*
Adrienne Bank, Evaluation Consultant

MONDAY, JUNE 17

- 8:00-8:45 Continental Breakfast
9:00-11:00 *Theories of Development and Family Education*
Aviva Bock, Newton, MA
The Role of Social Reasoning in Jewish Identity
Deborah Barany,
"I am the Keeper of the Haggadah": Jewish Adult Learners and Family Education
Diane Tickton Schuster, Claremont Graduate School
11:00-11:15 Break
11:15-12:45 *Bar/Bat Mitzvah in the Social Context: Late Modernity, Identity and Jewish Education*
Stuart Schoenfeld, Glendon College, York University
Allowing Language to Take Hold: An Invitational Paradigm for Family Education
Harvey Shapiro, Hebrew College
12:45-1:45 Lunch
2:00-3:30 *Godzilla vs. King Kong: Jewish Family Education Initiatives Encounter the Rest of the World of Jewish Education*
Leora Isaacs, JESNA, and Jeffrey Schein, Cleveland College of Jewish Studies
3:30-4:30 Break
4:30-6:00 *Lay/Professional Relations and the Institutionalization of Jewish Family Education*
Lisa Malik, Stanford University
The Social Drama of Jewish Family Education
Joseph Reimer, Brandeis University
6:00-7:15 Dinner
7:30-9:00 *Panel: Evaluation in Jewish Family Education*
Moderator: Arnold Dashefsky, University of Connecticut

TUESDAY, JUNE 18

- 8:00-8:45 Continental Breakfast
- 9:00-10:15 *Becoming Reflective Practitioners*
- 10:15-10:30 Break
- 10:30-12:00 *Panel: The Role of Evaluation in Assisting the Jewish Family Educator*
- 12:00-12:50 Breakout groups
- 1:00-2:00 Lunch
- 2:00-3:15 *Panel: How Communities Plan for Jewish Family Education*
- 3:15-4:00 Workshops
Using Case Studies
More Effective Use of Evaluation



CONFERENCE ON RESEARCH IN JEWISH FAMILY EDUCATION
✎ REGISTRATION FORM ✎

Name _____

Organization _____

Address _____

Phone _____ Fax _____

email _____

SS # (required for reimbursement) _____

I would like to attend

_____ The entire conference (June 16-18) @ \$95

_____ The practitioners' portion only (June 18) @ \$30

Note: There will be a 25% surcharge on registrations received after May 27.

All meals served will be kosher. Please note below if you have any dietary restrictions or other special needs, and we will do our best to accommodate you.

Registration forms are due May 27. Please send to:

Janet Nirenberg
Staff Coordinator, Continuing Education
Hornstein Program in Jewish Communal Service – MS 037
Brandeis University
Waltham, MA 02254-9110
fax: (617) 736-2070

If you have questions, please call the Hornstein Program office at (617) 736-2991 or send email to nirenberg@binah.cc.brandeis.edu.

① Brandeis
u. h. h.
② Return to me
Reimer meeting
6/20/98

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

MEMORANDUM

To: Alan Hoffmann
From: Susanne A. Shavelson
Date: June 12, 1996
Subject: Minutes – May 31 Steering Committee/CIJE meeting

Present: Marc Brettler, Provost Irving Epstein, Alan Hoffmann, Barry Holtz, Joseph Reirner, President Jehuda Reinharz, Susan Shevitz, Daniel Terris

Overview – key issues

- Organization and placement of the center within the university
- Phase-in of the center
- Lay leadership advisory group

Jehuda Reinharz began the meeting by welcoming the group. He stressed that this is a time for some important decisions to be made about the center's content, governance and implementation. Decisions need to be made as well about its placement and role within Brandeis.

Introduction

Susan Shevitz reviewed the steering committee's activities since the steering committee last met with the CIJE professionals. These include:

1. ongoing research into other centers around the country that might serve as models
2. surveying and interviewing professionals in the field of education about their work
3. looking at program possibilities, within several focus areas, in terms of target populations and operations.

Centers at Brandeis

Irv Epstein gave an overview of existing centers at Brandeis – the science centers, the Judaic studies centers, and the centers in the Heller School for Studies in Social Welfare – with attention to their structures, funding, populations served, and mandates.

The science centers (Rosenstiel and Volen) are highly visible outside the university and have a major impact within it. They are staffed by regular (tenured and non-tenured) faculty with departmental appointments. These faculty, who come from a variety of disciplines, are linked to the center and to each other by common research interests. The science centers serve large numbers of graduate and undergraduate students. Each has its own building, is well-supported by outside funding, and performs basic research. Volen has little endowment, while Rosenstiel's is larger.

The Judaic centers — the Cohen Center for Modern Jewish Studies and the Tauber Institute for the Study of European Jewry — have relatively little impact on the undergraduate

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

2

population. Neither is interdisciplinary; neither does training or teaching. The Cohen Center performs primarily applied contract research and consulting and has a very strong new lay board of directors. The Center reaches many segments of the organized Jewish community through its publications. The Tauber Institute focuses on lectures, conferences and publications concerning European Jewish history; these reach faculty and graduate students at Brandeis and elsewhere in academia. In addition to these, a center for the study of Jewish women is being planned. It will do both basic and applied research.

The Heller School's focus is on social policy. It contains a number of centers including those for health policy and children and family. Some of these have significant endowments, others' are smaller. Funding comes primarily from soft money. Heller school faculty are primarily "irregular" (not on tenure track) but full time, and are engaged primarily in research with some graduate teaching. Irv noted that these centers' activities are well known, particularly in Washington policy circles, and that their faculty members' expertise is widely acknowledged. Unlike other entities at Brandeis, the Heller centers' are more visible outside the university than within it.

The tension between basic and applied research was noted in all cases; this will be an important issue for the Jewish education center. Other important issues will be achieving a balance between internal and external funding. To avoid being driven primarily by immediate market needs (as is the case with the Cohen Center), this center will need some stable, endowed funding. Irv felt that a core group of tenured faculty who are not dependent on grants is important. Jehuda suggested a hybrid model, drawing from the Brandeis centers and others.

Irv also raised the questions of physical space. Among his points were that a shared space increased collaboration, while a central site on campus can be helpful. In the absence of a new building, he suggested reconfiguring existing space, adding on to an existing building, or renting a house on the periphery of the campus.

Susan suggested that prestige is important, especially to attract experts into non-tenured positions. She felt that the choice of focus areas may have an effect here. Jehuda noted that Volen's prestige feeds on itself, attracting funding and the best faculty, which in turn enhances its prestige.

Phase-In

Alan summarized his understanding of the center's critical tasks:

1. serve students, involving them in research and training
2. involve high-level existing faculty
3. make additional appointments of faculty with relationships to existing departments.

The group discussed various types of non-tenured appointments that might be made, such as long-term contracts, that could create links between the center and academic departments while attracting scholars.

There were a variety of opinions about how to proceed, including beginning with the core seminar (the over-arching level of activity around key questions of Jewish education), starting with one focus area (a sub-unit of the center focusing on a specific population or issue), or two. There was agreement that youth and adolescence should be a focus area, but it was less

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

3

clear whether this should be the only one to start, especially given the considerable interest in leadership issues. Susan pointed out that starting with the core seminar would allow retention of a broader mission from the beginning, and stressed that decisions are needed immediately on how to proceed. Jehuda expressed concern about impact, independent of focus areas — he felt that allowing the planning stage to go on too long would raise the danger that the center would not be taken seriously. Joe responded that one way of enhancing impact was to design the focus area on youth to have a strong relationship to the core seminar; in this way both will be felt in the community. Alan stressed that the issue of impact will need to be a key criterion for planning, which should be kept at the forefront of our thinking throughout the process of developing the center.

Alan and Barry raised issues of staffing and funding, suggesting a September 1998 start date with planning and funding beginning now. That raised the issue of new hires needed in the near future to assist in this work, as well as the need for internal (Brandeis) support. Dan Terris added that some pilot projects, to begin in 1997-98, may be beneficial, particularly in terms of gaining early visibility and momentum.

Advisory Groups

Two categories of advisory groups were discussed. The first would work with the steering committee and task force on specifics of the next steps in planning. This might include outside consultants, members of the Brandeis board, and faculty. The other group, a lay advisory committee of key leaders, is particularly important. Mort Mandel has identified it as a priority, based on the model of CIJE's executive leadership. Such a group can make an important contribution to planning and help in securing funding. A few individuals were suggested: Charles Bronfman, Bernie Marcus, Felix Posen, Sylvia Hassenfeld, Charles Schusterman, and Ellie Katz.

Summary

1. The project should begin in 1997-1998 with smaller pilot projects.
2. Individual projects should have impact, always linked to the core mission of the center.
3. Individual focus areas should not be *the* focus of the center.
4. The center's name should project its public image.

Next steps

1. The steering committee will start to identify specific staffing needs.
2. The steering committee, in consultation with Alan Hoffmann and Barry Holtz, will develop a preliminary five-year phase-in plan.
3. It will also begin identifying professionals outside Brandeis for consultation about focus areas and the core seminar.
4. Alan and Joe will develop a list of key lay leaders to be contacted for the advisory board.



Brandeis University

Jehuda Reinharz
President

June 17, 1996

Mr. Morton L. Mandel, Chairman
Mandel Associated Foundations
1750 Euclid Avenue
Cleveland, OH 44115

Dear Mort,

It was a pleasure to speak with you the other day about the Task Force for Jewish Education at Brandeis and the progress in planning. On May 31st, I attended the last meeting of the steering committee with Alan Hoffmann and Barry Holtz and was very pleased to see how well this partnership between Brandeis and the CIJE has been evolving.

It was from that meeting that we generated the initial list of names for a lay advisory board for the Task Force. I am pleased that you and I had a chance to review those names during our phone conversation. We agreed on a core group of lay advisors to include yourself, Chuck Ratner, Charles Bronfman, and Ellie Katz. We mentioned Felix Posen as a possibility and agreed to think further of other lay leaders to invite.

Ideally, we should invite ten people to get a group of six to seven active participants. I am convinced that assembling this group will add immeasurably to the planning process as it offers the Task Force the crucial perspectives of communal leaders from across the continent.

At the May 31st meeting, we also agreed to look ahead to September, 1998, as a possible start-up date for the center for Jewish education that we hope to initiate at Brandeis. That would allow sufficient time for getting in place all the many elements on campus and in the community needed for a successful phase-in of this center.

During our conversation, we spoke of extending the planning process beyond the current one-year grant. I asked the steering committee to come up with a plan for extending the planning process and they have done so. They will be reviewing their plan with Alan and Barry this week and, after that review, will submit a more formal request. As it stands now, they see extending the current planning process with the Task Force through June, 1997, and will

The Irving Enclave

Waltham, Massachusetts
02254-9110

617-736-3001
617-736-8099 Fax
617-736-3009 TTY/TDD

Mr. Morton L. Mandel, Chairman
Mandel Associated Foundations
June 17, 1996
Page 2

seek to extend the current level of funding, with minor adjustments, for that added half-year. After June 1997, a more active pilot period would be needed to reach the start-up date of 1998.

As we have both reiterated, it is wonderful to see the partnership between us. This is most gratifying to me personally. With warmest regards from house to house,

Sincerely,



Jehuda Reinharz

JR:jg

Attachment

cc: Irving Epstein
Joseph Reimer
Susanne Shavelson
Alan Hoffmann
Barry Holtz

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
REPORT ON JUNE 13, 1996 STEERING COMMITTEE MEETING

The steering committee made a number of key suggestions about the next two years of the planning process and the phase-in of the center. These included:

- Examination of decisions/assumptions about next steps and the structure of the center.
- Reviewing and modifying a start-up plan for the center (see attached chart).
- Identifying budgeting implications for the next phases of planning (until start-up)

Planning

- The center will "open its doors" as a functioning institution in 1998. This will be preceded by additional planning, pilot projects and other activities.
- Three phases of the planning process were identified:
 - I. the current planning process, through June 1997. This will end with the transition to the center director in July 1997.
 - II. 7/1/97-8/31/98. This is the pilot phase; the second stage of the planning process.
 - III. 9/1/98-8/31/99. This phase includes the official launch of the center and its first operational year.
- Necessary planning activities between now and September 1998 include internal/Brandeis planning and external planning. The following organizational tasks were identified:
 1. Secure funding
 2. Secure/develop space
 3. Develop faculty arrangements: core [Brandeis] (2 fte) & visiting (2 fte)
 4. Convene advisory boards
 5. Arrange pilots: staffing, funding, evaluation, plans for incorporation into center
 6. Develop core seminar & related activities
 7. Develop plan for library resources
 8. Develop relationship with national entities
 9. Develop PR plan
 10. Arrange university approval/accreditation for new courses
 11. Develop governance structure

- The following pilots were proposed:
 1. A pilot project that will feed into and "kick off" the core seminar
 2. Pilots on youth and adolescence (incorporating existing programs as appropriate)
 3. A pilot on leadership

Staffing

- We expect to maintain the existing steering committee structure through August of 1998.
- The center director will be hired with a start date of summer 1997, to allow for his or her active involvement in the pilot phase of the center. A second full-time faculty member will start soon after to develop the first focus area. The center will also need a support staff person for at least 1/2 time.
- Susanne Shavelson will continue in the role of Assistant Director of the planning process through June of 1997, with the expectation that she will be involved full time once Phase II begins.
- Core (Brandeis) and visiting faculty will begin their appointments in the center at start-up, in August 1998.

Budget

- In addition to the staffing positions discussed above, budget items for Phase II will include:
 - Costs of director search
 - Consulting fees
 - Computing facilities (including development of distance learning potential)
 - Marketing and PR
 - Physical space and furnishings

Overview of Center Activities

	Phase I	Phase II			Phase III			
	to Spring 1997	Summer 1997	August 1997	Spring 1998	Summer 1998	August 1998	Spring 1999	Summer 1999
A. Staffing	Continue present structure	f/t director ½ admin → ½ sec'y	f/t director, focus area 1 ½ admin			Core & Visiting Faculty (4 FTB) →		
B. Organizational Tasks	1. Secure funding → 2. Secure/develop space → 3. Devel fac. arrangements: core (2 fte) & visiting (2 fte) → 4. Convene advisory boards → 5. Arrange pilots: staffing, funding, evaluation, plans for incorporation into center → 6. Devel core sem & related activities → 7. Devel plan for library resources → 8. Devel rel w/ nat'l entities → 9. Devel PR plan → 10. Arrange univ. approval for new courses → 11. Devel governance structure →							
C. Activities			Pilot A*	Pilot B*	Pilot C*	Core Seminar → Research → Focus Area projects →		

* Depending on the choice of pilots, the time frame may change.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

MEMORANDUM

To: Barry Holtz
From: Susanne A. Shavelson
Date: June 28, 1996
Subject: Planning update

Planning for the proposed center for Jewish education has been proceeding since the task force last met in full. The steering committee has been incorporating ideas generated at task force meetings and discussions with individual task force members into the plans. The steering committee has also met several times with the CIJE consultants. This memo offers a brief review of the steering committee's working ideas about the center.

We have kept in mind the task force's recommendations about the characteristics any initiative should have (see "Emerging Directions" and the minutes from the March 12 meeting). The center's activities will include research, training, professional and lay leadership development and collaborations between the field and the university. The steering committee has been working to design a center that encompasses these activities and has a significant impact on the field of Jewish education in North America and on Brandeis.

Structure

- The center will contain one or more *core seminars* for deliberations on the "big questions" of Jewish education, and *focus areas* to support activities in specific, identified areas of concern.
- *Core seminar:* The seminar will meet regularly over the course of each year to discuss major issues of Jewish education and Jewish life (see attached description). Participants will include scholars, professional leaders and possibly students. Activities could include research, conferences, and the production and dissemination of papers. Questions and research generated by the core seminar will inform the work of the focus areas. Resident and visiting scholars will be appointed to work on a given core seminar, based on their interest and expertise in the topic.
- *Focus areas:* We anticipate the center will begin with one or two focus areas, with more to be added as funding and staffing allow. Each focus area will organize multiple projects around a core concern in Jewish education (e.g., youth and adolescence; leadership). These projects will include training, conferences and other types of direct outreach to the field. The focus areas will sponsor research in Jewish education and train Brandeis students with an interest in this core concern.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

The Core Seminar

Joseph Reimer

From the moment the task force began planning an expanded role for Brandeis in the world of Jewish education, we sought a way to draw upon the interdisciplinary resources of the university to elevate the discourse within the field of Jewish education. As in any practical discipline, Jewish education tends to focus on the immediate and the doable: how to approach this population or teach that subject. It is rare that this busy field steps back and asks the broader questions of direction and purpose.

It is equally rare for the scholars of a university to be asked to join together across disciplinary lines and consider for a sustained period the questions that could guide a practice-oriented field like Jewish education. Scholars are often brought in to teach their wisdom in capsule form, but there is little follow-up. It is our sense that a focused conversation on the goals of Jewish education—the religious and cultural elements that we ought to be teaching into the next century—would constitute a lasting contribution to the field and the North American Jewish community.

We are calling this conversation “the core seminar.” The center would at its core be running an interdisciplinary seminar that each year would focus on a series of distinct questions related to the goals and purposes of Jewish education. Sitting around the seminar table would be Brandeis professors, invited guests from other universities and selected practitioners from the field of Jewish education. Together this group would bring their varied expertise to consider the many sides of a question that bears centrally on the field, like the place of language or canon or gender in the teaching of Judaism in this society. The question at hand would determine who participates in a given seminar.

The practitioner’s place around this table is significant. A goal for this center is to create a new dialogue between the university and the community. Scholars speaking among themselves will leave the field unaffected. But if scholars and educators learn to speak to one another in a sustained and serious way there is hope that each can group can affect the other profoundly. Educators need scholars to open the horizons of the possible in teaching Judaism, but scholars need educators to learn what is doable in a classroom or a camp setting. It is in this dialogue that our hopes for the center lie.

This is the broad design for the core seminar. But myriad questions lie before us in trying to bring this design to fruition.

*Brandes
file*

Confidential

TO: Alan Hoffman
FROM: Charles Ratner
DATE: 7-9-96

I would appreciate it if you would look over the enclosed information. I will talk to you when I am in Israel. I look forward to seeing you.

Enclosure





Brandeis University

Jehuda Reinharz
President

Confidential

June 20, 1996

Mr. Charles Ratner
16980 S. Park
Cleveland, OH 44120

Dear Chuck,

Here, as I promised, are two suggestions for programs that could be funded with your gift.

I'm off to Israel and Europe on Friday, and will return on July 18.

Thank you again for your support and thoughtful philanthropy. I still reflect with great pleasure on your warm hospitality and our good conversation at Betty's house.

Sincerely,

Jehuda Reinharz



Brandeis University

Jehuda Reinharz
President

June 20, 1996

Mr. Charles Ratner
16980 S. Park
Cleveland, OH 44120

Dear Betty, Chuck, Jim, Ron, and Mark,

On behalf of Brandeis University, I am grateful that the Ratner family is prepared to pledge a \$500,000 gift to Brandeis University. Over the past week, I have consulted with members of the Brandeis community about your family's gift. This letter presents two exciting initiatives in the area of Jewish education that we would like to consider supporting with the income from this contribution.

Both are prospective programs that build on areas of Brandeis strength, designed to extend the University's educational resources to constituencies across the country and even across the globe. The first we call "The Jewish Distance Learning Project." The second we call "Judaism and the Professions." The Ratner family gift would be a significant boost to either of these projects.

1) The Jewish Distance Learning Project.

The development of new technologies over the past decade has opened up new vistas for education. Through video conferencing and on-line technologies, it is now possible to teach courses to students scattered around the United States and around the world. Distance learning is still in its infancy. Universities and other educational institutions are experimenting with what makes for effective on-line education. But it is clear that this new means of communication is going to become one important way of reaching student constituencies in the 21st century.

Distance learning is a natural for Brandeis, especially in the area of Jewish education. We have a wealth of faculty talent in Judaica, we have a strong technological infrastructure, and we have an international

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constituency that would be eager to take advantage of distance learning opportunities. Currently, our own undergraduates and graduate students are the primary beneficiaries of our coursework. While a plethora of conferences and institutes bring many people to campus each year, distance learning would expand exponentially our ability to be a direct provider of Jewish education around the world.

At Brandeis, we would like to concentrate on delivering courses over the Internet. Already, a young neuroscientist on our faculty, Michael Kahana, has put his introductory psychology course "on-line." Students access the syllabus, lecture notes, reading materials, and research resources from their computers. They deliver their papers on-line, and they get feedback from their instructors this way as well. Naturally, there is classtime as well for Brandeis undergraduates, but Professor Kahana is already working on developing a version of the course that could be delivered exclusively over the Internet.

Your family's gift could be used to extend this methodology to the area of Jewish studies. Your gift could support the costs of adapting courses now offered in the classroom for the Internet. These courses would originate from around the University: in Near Eastern and Judaic Studies, the Hornstein Program, American Studies, and other departments that offered courses with a strong Jewish content. We could also adapt conferences or mini-courses associated with institutes or centers such as the Tauber Institute, the Goodman Center, and the Cohen Center. We estimate that the income from your gift would support the adaptation of four to six courses per year.

There are many prospective student audiences for Jewish distance learning. In the early years of the project, I would propose that we concentrate on reaching three important groups: lay leaders of Jewish communities; high school students; and Jewish educators. It is our experience that lay leaders are eager for opportunities to further their Jewish education, but that their time constraints are severe; distance learning would allow them to pursue Jewish education on a highly flexible time schedule. High school students are a natural target audience, because they are already comfortable with on-line technologies, and are therefore primed to benefit from this type of program. And by reaching Jewish educators, we greatly extend the benefits of this program, because they will pass on their learning to students in formal and informal Jewish settings.

2) Judaism and the Professions.

Professionals in such areas as medicine, law, and education have few opportunities to reflect meaningfully on the moral, ethical, and personal dimensions of their work. Jewish professionals have even fewer opportunities to explore together how they might draw upon the intellectual and spiritual resources of the Jewish tradition in addressing moral dilemmas.

We propose to address these profound needs by mounting two or three annual conferences under the rubric of "Judaism and the Professions." Each conference would be a day-long event held on a Sunday on the Brandeis University campus. Speakers, panelists, and workshop leaders would include professionals, rabbis, ethicists, and scholars who would guide discussion on connections between professional issues and the Jewish tradition. We envision that 50 - 100 professionals would attend each conference. "Judaism and Medicine," "Judaism and the Law," and "Judaism and Education" are three themes that we are considering most strongly.

These conferences would build on areas of Brandeis University strength. For more than fifteen years, we have run the Humanities and the Professions program, through which small groups of professionals discuss moral and ethical issues using literary texts as the basis of discussion. More recently, Dr. Mel Krant and Rabbi Meir Sendor have collaborated on a course offered through our American Studies department that explores a Jewish approach to medicine and healing. Dr. Krant and Rabbi Sendor have also helped lead a planning process for a prospective conference called "Judaism pro Medicine," designed for practicing physicians and other health care professionals. Finally, self-scrutiny in a Jewish context is an integral part of the Hornstein Program's approach to training professionals in Jewish communal service.

Like the distance learning project, this program would help make Brandeis a direct provider of continuing Jewish education to key national constituencies. Your family's gift could be the cornerstone of a much larger project, that could eventually include summer institutes, conferences in other sites around the country, and other programming.

Either of these projects would, I believe, make a significant contribution not only to Brandeis but to the entire American Jewish community.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

MEMORANDUM

To: Alan Hoffmann
From: Susanne A. Shavelson
Date: July 11, 1996
Subject: Task force discussion of core seminar

Several members of the task force met on July 2 to discuss the center's core seminar, which is envisioned as an ongoing interdisciplinary seminar for discussion of the broad questions of Jewish education (see the June 28 memo and "The Core Seminar" for more detail).

The group considered questions of process, content, and structure. People who had participated in or run interdisciplinary seminars described some possible models. The following were identified as critical to the seminar's success:

- Fostering true dialogue between practitioners and scholars
- Choosing topics of relevance to practitioners, scholars and the wider community
- Structuring the deliberations with attention to impact on the wider community

Process

It was felt that participants in the core seminar will need to be a mix of longer-term participants (to "own" it) and others who are involved for shorter periods of time. At the same time, changes in personnel mean increased overhead for planning and keeping people involved. Even with less turnover, sustaining a conversation with people from different background and with different perspectives requires a great deal of staff legwork.

Among the possible models mentioned were:

- Massachusetts Council for the Humanities Project on the Environment and the Humanities. It brought practitioners and scholars together in their communities for study sessions which were to lead toward some sort of product connected to local change: a report, research plan, or exhibit, for example. The conversation was hard to initiate, but it eventually created working groups of people who had never spoken to each other before. One of its valuable elements was that it allowed time to study a given problem before making any decisions about actions to be taken.
- Graduate Consortium in Women's Studies, an interdisciplinary group representing professors and graduate students from seven institutions in the Boston area. Faculty from differing disciplines team-teach graduate seminars, questioning the approaches of the various disciplines brought to bear.

- Conference on Gender in Jewish Day School Education. This one-day conference included interactive workshops presented by scholars and practitioners. The format could potentially be used for more on-going activities.
- Brookline Foundation seminars for Brookline teachers and Harvard professors.

There was feeling that the core seminar would have to involve a broad range of Brandeis and outside faculty, beyond NEJS and Hornstein. A potential problem was seen in interesting Jewish educators *and* scholars in a given question which has both intellectual and practical interest. Many practitioners would be very interested in interdisciplinary interaction with the scholarly community, but would scholars have the same level of interest in working with practitioners?

Mutuality of interests and careful attention to the translation of scholarship into action were seen as essential. Community impact will depend on how easily practitioners are able to integrate their core seminar experience into their ongoing work. This might be more readily accomplished if the practitioners come mostly from Brandeis's geographic area, allowing more ongoing contact. A time commitment of 4-6 meetings a year, each lasting about 2 hours, was thought reasonable, with no more than 20 participants for a two-year commitment.

There was emphasis on the need to build a community of these participants, allowing them to get to know each other. This would increase interest and commitment and enhance learning at multiple levels. At the same time, it was acknowledged, it's hard to bring together groups who speak different languages.

There were questions about the place of the core seminar within the center. Although it is not primarily responsible for direct impact on the community, it does need to be structured to serve the center's agenda. The seminar will allow opportunities for intellectual discourse and reflection, which differentiates it from the focus areas' more action-oriented approach. At the same time, the core seminar's intellectual activity will, of course, need to be connected to the center's other activities

Content

Criteria proposed for the core seminar included:

- A topic that signals the center's *broad* range of interests in Jewish issues, beyond the content of the specific focus areas.
- A question large enough to be broken into smaller questions for more detailed investigation.
- An interdisciplinary issue that has implications for the future of Jewish education.
- Topic suggestions: Beyond Multiculturalism: Dilemmas of Jewish Education in a Changing American Society; Revelation (or God) and Modernity; Jews, Judaism and God; The Changing Aims of Jewish Education in Post-Modernity; The Theory of

Hebrew Language Education; and Religious/Political/Historical/Social/Psychological/Literary [etc.] Aspects of Jewish Education.

There were conflicting points of view regarding whether it was better to begin with a narrow, provocative topic from which the discussion would expand, or begin with a larger framework from which concrete issues would be pulled. In either case, the end product would need to have practical consequences, it was felt. The core seminar was seen as a major opportunity to deflect the pressure toward action, in favor of reflection and deliberation.

Structure

Conflicting viewpoints were expressed about how best to compensate participants for their time. Possibilities included honoraria and release time. Some felt that payment would be superfluous, but others thought that it would demonstrate a level of seriousness, along with respect for participants' time. It was clear that whatever the compensation structure, levels of compensation (if any) would have to be identical for scholars and practitioners. This would recognize everyone's expertise and contributions. There would, of course, be distinctions for differing amounts of participation.

The Mellon Seminars at the Foundation for the Humanities were mentioned as a possible model. These have no formal presentations. They require a leader, a reading list and projected topics for discussion. A structure which has been effective at conferences might also be used: 30 minutes for presentation with 90 minutes of give-and-take. Whatever the structure, some end product would be important.

Brandeis's advantage is its existing resources, it was felt. Money should be spent on existing internal and local resources and goodwill, not for bringing in outside stars. The latter should be used only for specific, strategic purposes.

The meeting closed with the acknowledgment that the development of the core seminar will require further discussion, due to its complexity and importance. At the same time, this meeting provided a great deal of direction for the steering committee to proceed in planning.

August 5, 1996

Ms. Ellie Katz
4500 Lincoln Street
Hollywood, FL 33021

Dear Ms. Katz,

We are writing today to share with you the news of an exciting development at Brandeis University, and to invite you to an important meeting, which will take place on the **Brandeis campus on October 18, 1996, from 10:30 a.m. to 2:30 p.m.** We hope you will be able to join us, for we know that you share with us a concern for, and a dedication to, Jewish education and the future of the American Jewish community.

For the past year, Brandeis University has been engaged in an intensive consideration of the ways in which it can become more actively and effectively involved in improving the field of Jewish education in North America. This study is clearly consistent with the mission of the University, and an appropriate one for the only Jewish-sponsored, nonsectarian research university in North America to undertake. Guiding this investigation is a faculty task force, which has been working in concert with the Council for Initiatives in Jewish Education (CIJE). Chaired by Jehuda Reinharz, this task force has met regularly throughout the academic year 1995-1996. We are now at a stage in the planning process where it is essential to consult with lay leaders from the North American Jewish community, whose unique and experienced perspectives will be critical to the ultimate success of this important initiative.

We are thus extending this invitation to a small, highly select group of individuals who will be asked to listen and respond to a presentation by the members of the faculty task force. Background materials will be distributed prior to the meeting, and we will, of course, be pleased to help with travel and accommodation arrangements.

We sincerely hope that you will be able to join us, and we both look forward to seeing you on October 18th. **Please respond to the President's Office at Brandeis, (617) 736-3001, by September 1, 1996.**

With best wishes,

Sincerely,



Morton L. Mandel
Chairman, Council
for Initiatives in
Jewish Education


Jehuda Reinharz
President



Brandeis University

Bill Brandeis

Jehuda Reinharz
President

August 6, 1996

Mr. Alan Hoffmann
CIJE
15 East 26th Street, 10th Floor
New York, NY 10010
FAX: (212) 532-2646

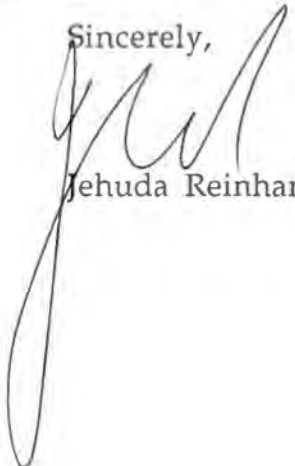
Dear Alan:

I hope you are having a pleasant and productive summer. After speaking with Mort Mandel, we have decided to invite the following individuals to the October 18 meeting here at Brandeis: Charles Bronfman, Ellie Katz, Lester Pollack, Charles Ratner, Daniel S. Shapiro, and Ambassador Milton Wolf.

The letters of invitation have been sent out over both Mort's and my signatures, and I have just written to Mort suggesting that we add two or three names to the list of invitees, lest the meeting is too small. Please let me know if you have any suggestions for other individuals who should be invited to participate. I am enclosing for your information a sample copy of the letter of invitation.

With warm regards and good wishes,

Sincerely,


Jehuda Reinharz

JR:daj
enclosure

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

MEMORANDUM

To: Alan Hoffmann and Barry Holtz
From: Susanne A. Shavelson
Date: September 4, 1996
Subject: Materials for Friday's meeting
Pages: 14

Enclosed are materials for our meeting this Friday, September 6 from 10 a.m. to 2 p.m. The meeting will be held in Hassenfeld Conference Center, Levine-Ross 1.

Materials for the meeting:

1. Agenda
2. Overview of future planning activities
3. Documents on focus areas: "What is a focus area?" and rationales for focus areas in a) youth and adolescence, and b) leadership for Jewish schools.

Background materials:

1. A list of critical questions which we are asking about the proposed center and using in our current research on existing centers, for your information.
2. Copy of the invitation letter sent by Jehuda Reinharz to prospective members of the lay advisory board with a list of invitees, for your information.
3. Draft background document for the lay advisors (comments welcome).

I look forward to seeing you both on Friday.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
AGENDA: SEPTEMBER 6, 1996

1. Present overview of the plan with key questions
 - Center's structure, functions
 - Focus areas: definition, adolescence, leadership for principals of Jewish schools
 - Core seminar/background colloquium: purposes, functions
 - Relationships among these components

2. Review timetable and staffing plan

3. Preparation for October 18 meeting with Lay Advisory Committee



Overview of Center Activities
Based on Brandeis/CJE discussions, June 1996
Susan L. Shevitz

	Phase I	Phase II				Phase III		
	to Spring 1997	Summer 1997	August 1997	Spring 1998	Summer 1998	August 1998	Spring 1999	Summer 1999
A. Staffing	Continue present structure	f/t director 1/2 admin → 1/2 sec'y	f/t director, focus area 1 1/2 admin			Core & Visiting Faculty (4 FTE)		
B. Organizational Tasks	1. Secure finding → 2. Secure/develop space → 3. Develop faculty arrangements: core (2 fte) & visiting (2 fte) → 4. Convene advisory boards → 5. Arrange pilots: staffing, funding, evaluation, plans for incorporation into center → 6. Develop core sem & related activities → 7. Develop plan for library resources → 8. Develop rel w/ nat'l entities → 9. Develop PR plan → 10. Arrange univ. approval for new courses → 11. Develop governance structure →							
C. Activities			Pilot A*	Pilot B*	Pilot C*	Core Seminar → Research → Focus Area projects →		

* Depending on the choice of pilots, the time frame may change.

A FOCUS AREA IN YOUTH AND ADOLESCENCE

WHAT IS A FOCUS AREA ?

The field of Jewish education in North America is vast. To have effective influence, Brandeis University has to select several strategic cuts into the field. Each cut should reflect:

- (a) a genuine need in the field,
- (b) a coherent map/sense of the field,
- (c) an area of strength where Brandeis can make a lasting contribution,
- (d) an area not already covered/serviced by many other institutions.

A "focus area" represents an interdisciplinary approach by Brandeis faculty to a given cut into the field of Jewish education. The faculty in a focus area, in consultation with professional and lay leaders in the community, will:

- (a) conduct and review research that reveals the present state of Jewish educational services available in this given area;
- (b) develop a set of defensible educational policies and goals for intervention strategies;
- (c) design in light of (a) and (b) a set of collaborative intervention strategies;
- (d) seek sites and partners to implement these interventions;
- (e) set up evaluation procedures to monitor and offer feedback on these interventions;
- (f) write up the process and outcomes of the intervention strategies;
- (g) seek other partners to adapt successful aspects of interventions to other sites.

To accomplish these steps a focus area team would need to work together on a direction for a number of years. One purpose of the center at Brandeis is to allow for this sustained approach to change in Jewish education.

WHY A FOCUS AREA IN YOUTH AND ADOLESCENCE?

We propose that the first focus area -to be followed by others - of the center at Brandeis should be in youth and adolescence. Why?

- (a) After two decades of small numbers of adolescents in the Jewish community, the mid-1990's represents a demographic turning point. There are increasing numbers of Jewish

children who are reaching their adolescence, and this trend will continue for at least the next decade. At the same time the Jewish community has allowed much of its youth services to atrophy so at present there are very few trained professionals to offer high quality services to this population.

(b) The age cohort of 13-18 is a coherent unit in American Jewish life. Bar and bat mitzvah represents an important marker on one end as graduation from high school does at the other end.

The next cohort of 18-22 is equally coherent as it represents the normative age of attendance at college.

(c) The recently revived Hillel movement represents a coherent effort on the part of the Jewish community to service this older cohort. However, no parallel movement exists for the high school years. Here, services are divided into smaller movements - none of which is very successful in reaching beyond a relatively small circle of adolescents. Very few Jewish communities have a unified or coherent approach to this age group. Indeed, outside of the Israel experience and some summer camps, there are very few models available of quality Jewish education for this age group.

(d) Yet there is a recognition of the problem and an interest in developing new educational models. Witness the sudden spurt of interest in the communal day high school. Witness the efforts of the CRB Foundation in promoting the Israel experience for teens and of the Righteous Persons Foundation in sponsoring new educational programs, including BBYO University and the Genesis Program at Brandeis.

(e) Youth and adolescence is an area of strength for Brandeis.

(1) There are numbers of faculty from different departments who do research in this area.

(2) Brandeis has been successfully running a summer science high school program and will begin the Genesis Program next summer. (3) The Hornstein Program and the NEJS Department have been successfully collaborating in running BBYO University over the past two years. (4) Hornstein has recently received a three year grant from CRB to promote education for the Israel experience among this population.

(5) The new community day high school in the Boston area - to open in a year - will be located adjacent to Brandeis and be working closely with Brandeis faculty.

HOW WILL THIS FOCUS AREA FUNCTION?

This focus area will greatly benefit from all the activity cited above. However, the focus area is far more than the sum of these parts. For a lot of disparate projects -even in the same area, but running parallel to one another - will not by themselves produce a coherent approach to the questions of servicing Jewish adolescents. To create and test this approach is the primary work of the focus area faculty.

(1) The focus area will run an on-going seminar that will explore the primary question: given current realities of adolescent life, what are the goals that adolescent Jewish educators should be aiming for in their diverse programs?

(2) The focus area will run a forum to which leaders of the most innovative adolescent programs will be invited to work together

to translate "goals" into concrete objectives that researchers can explore. The practitioner-researcher dialogue is crucial for the exploration of what on the ground works with this population.

(3) Some faculty of this focus area will work with teachers in the high school programs to develop more enriched and imaginative curriculum for instruction.

(4) The focus area will explore ways that Brandeis students -undergraduate and graduate - can be trained to become professionally adept at working in these programs with this population.

(5) After appropriate evaluation research has been conducted, the focus area will seek partnerships in other communities to adapt what has been learned at Brandeis to other settings. The adaptation to other communities is a crucial step that cannot happen without the creation of the center and this focus area.



**RATIONALE FOR A FOCUS AREA:
LEADERSHIP FOR JEWISH SCHOOLS**
SLS, 9.3.96

The long-term and growing shortage of trained educators at all types of Jewish educational institutions suggests two different categories of intervention: 1) pre-service, in which more people would be professionally prepared for work in the field and 2) in-service, which would systematically develop the capacities of those already in the field who show talent and commitment.

The university, through Hornstein and other pre-service programs it might develop through the Center, is working on the pre-service level. This needs expansion with long-term strategies involving national entities in order to prepare more practitioners for Jewish educational settings.

We are also concerned with the many people already at work in the field who would benefit from appropriate, systematic training opportunities. This focus area will be concerned with the professional development of those people in leadership positions in Jewish schools.

We propose a focus area on **school-based educational leadership** which will start its work by concentrating on **principals of Jewish schools**. Eventually teacher/leader models will be developed and offered as well.

Why school based?

- School still touches largest numbers of Jewish youth
- Acute shortage: compare numbers being trained with the numbers of positions available
- Our own experiences and expertise [within Heller, Hornstein, etc.]
- Belief that with excellent leadership, schools [supplementary as well as day] can become vital institutions

With whom would we work?

- Start with principals [this would have components involving lay leaders and rabbis]
- Develop teacher-as-leader components later

Why start with principals?

- School heads as public face of Jewish education
- Effective principal can do a lot to cope with teacher shortage, at least over the short-term
- Principal as key molder of the school culture within a pluralistic environment
- Brandeis's resources and strengths

What do we know about principals' characteristics?

- Data sources: CIJE, BJE (Boston), New Principal sample
- Gaps in Judaica and/or administration

- Many don't see selves as leaders or understand the context in which they work [parallel to problem of teacher to principal transition in general education]

What functions would this focus area have?

- Research into practical and theoretical aspects of leadership in Jewish educational settings
- Action research, through practitioner - academic partnerships, on issues of importance to the field
- Evaluation research integrated into the action projects and the action research
- Action projects to train principals
- Multi-disciplinary seminar into the question of leadership for a changing community

What principles undergird these projects?

- cutting edge ideas about professional development: ongoing (over long-enough period of time to develop and sustain changes), contextual, support at the site, integrative, pragmatic but based in theory
- theoretical perspective on how adults learn: active, based on own sense of salient issues, multiple dimensions
- theoretical perspective on what is needed by principals in Jewish schools: transition to leadership not primarily a matter of acquiring new skills and knowledge but of changing/expanding one's identity; this shift is supported by the new skills and knowledge and by "ennobling" experiences
- planning for the actual projects to be carried out with practitioners and academics
- teaching/modeling/mentoring to be done by practitioners and academics
- projects to be sequenced so that principals can move through a range of training experiences which may lead to a certificate, though participants will not necessarily have to work on a certificate
- new projects will emerge from the participants' experiences and our developing understanding of the field

What action projects* will be initiated? [for illustrative purposes]

- Institute in leadership for new principals
- Institutes in Jewish content, with educational implications
- Peer coaching project for more experienced principals
- Institute in leadership for significant change [to involve lay leaders and rabbis, as appropriate]

*These will all conform to the principles listed above, therefore participants will be involved over a long period of time [1 - 2 years] and there will be individualized work at the site as well as study at the university with the whole group. The projects will also have research components.

Research Questions About University Centers Summer 1996

History/Mission

- How did the Center get started? By whom? When? What were initial ideas behind its establishment? What need was it intended to fill?
- Who developed the mission statement? Has it been revised since? Why?

Structure

- How is the Center governed? Is there lay involvement? An advisory board? How are these people recruited? What responsibilities do these people have?
- Does the Center have multiple institutes or foci? How are these coordinated? What is their relationship to each other?
- What approaches does the center use to connect theory and practice? Scholars/academics and practitioners/citizens? Are any of the approaches collaborative? What models of collaboration have been most successful? Why? What have some of the problems been?
- Does any aspect of the Center's work involve everyone and unite its other activities? What it is called? How does it work?

Relationship to University

- What is the Center's relationship to the university? What is its physical location within the university?
- How does it relate to other training-based departments/programs in the university?
- What kinds of service-oriented initiatives has the Center undertaken? How successful have these been? Who has been involved? Who has been served?
- How does the Center "serve" the university?

Staffing

- Who staffs the Center? How many of each kind of person? How do they fit into its structure? What is their role in/relationship to the university?
- Does the Center have permanent faculty? Fellows? Do the faculty have release time from other university responsibilities?
- What are some of the incentives used to attract faculty and visiting practitioners to the Center? What incentives do university departments have to release faculty members' time?

Funding

- What kinds of funding sources support the Center's work (i.e. endowments, contracts)? Have there been problems in getting projects funded?
- Do faculty/professionals bring in their own funding or does the Center fund their projects?



Brandeis University

Jehuda Reinharz
President

August 16, 1996

Mr. John Colman
4 Briar Lane
Glencoe, Illinois 60022

Dear Mr. Colman,

We are writing today to share with you the news of an exciting collaboration between the Mandel Associated Foundations and Brandeis University, and to invite you to an important meeting, which will take place on the Brandeis campus on October 18, 1996, from 10:30 a.m. to 2:30 p.m. We hope you will be able to join us, for we know that you share with us a concern for, and a dedication to, Jewish education and the future of the American Jewish community.

For the past year, Brandeis University has been engaged in an intensive consideration of the ways in which it can become more actively and effectively involved in improving the field of Jewish education in North America. This study is clearly consistent with the mission of the University, and an appropriate one for the only Jewish-sponsored, nonsectarian research university in North America to undertake. Guiding this investigation is a faculty task force, which has been working in concert with the Council for Initiatives in Jewish Education (CIJE). Chaired by Jehuda Reinharz, this task force has met regularly throughout the academic year 1995-1996. We are now at a stage in the planning process where it is essential to consult with lay leaders from the North American Jewish community, whose unique and experienced perspectives will be critical to the ultimate success of this important initiative.

We are thus extending this invitation to a small, highly select group of individuals who will be asked to listen and respond to a presentation by the members of the faculty task force. Background materials will be distributed prior to the meeting, and we will, of course, be pleased to help with travel and accommodation arrangements.

We sincerely hope that you will be able to join us, and we both look forward to seeing you on October 18th. Please respond to the President's Office at Brandeis, (617) 736-3001, by September 1, 1996.

Sincerely,

Morton L. Mandel 
Morton L. Mandel Jehuda Reinharz

The Irving Enclave

Waltham, Massachusetts
02254-9110

617-736-3001
617-736-8699 Fax
617-736-3009 TTY/TDD

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
INVITEES—LAY ADVISORY BOARD

Mort Mandel
Charles Bronfman
Lester Pollack
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Dan Shapiro
Esther Leah Ritz
Milton Wolf
Moses Deitcher



PLANNING PROCESS IN JEWISH EDUCATION AT BRANDEIS

OVERVIEW—DRAFT

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

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

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

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

The task force is considering the following questions:

- What are Brandeis's current involvements in Jewish education?
- What are the educational needs of the North American Jewish community?
- How can Brandeis build upon its strongest resources to meet a set of identified needs of the Jewish community?

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

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

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

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

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

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

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

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

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

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



TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

The Core Seminar

Joseph Reimer

From the moment the task force began planning an expanded role for Brandeis in the world of Jewish education, we sought a way to draw upon the interdisciplinary resources of the university to elevate the discourse within the field of Jewish education. As in any practical discipline, Jewish education tends to focus on the immediate and the doable: how to approach this population or teach that subject. It is rare that this busy field steps back and asks the broader questions of direction and purpose.

It is equally rare for the scholars of a university to be asked to join together across disciplinary lines and consider for a sustained period the questions that could guide a practice-oriented field like Jewish education. Scholars are often brought in to teach their wisdom in capsule form, but there is little follow-up. It is our sense that a focused conversation on the goals of Jewish education—the religious and cultural elements that we ought to be teaching into the next century—would constitute a lasting contribution to the field and the North American Jewish community.

We are calling this conversation “the core seminar.” The center would at its core be running an interdisciplinary seminar that each year would focus on a series of distinct questions related to the goals and purposes of Jewish education. Sitting around the seminar table would be Brandeis professors, invited guests from other universities and selected practitioners from the field of Jewish education. Together this group would bring their varied expertise to consider the many sides of a question that bears centrally on the field, like the place of language or canon or gender in the teaching of Judaism in this society. The question at hand would determine who participates in a given seminar.

The practitioner’s place around this table is significant. A goal for this center is to create a new dialogue between the university and the community. Scholars speaking among themselves will leave the field unaffected. But if scholars and educators learn to speak to one another in a sustained and serious way there is hope that each can group can affect the other profoundly. Educators need scholars to open the horizons of the possible in teaching Judaism, but scholars need educators to learn what is doable in a classroom or a camp setting. It is in this dialogue that our hopes for the center lie.

This is the broad design for the core seminar. But myriad questions lie before us in trying to bring this design to fruition.

PLANNING PROCESS IN JEWISH EDUCATION AT BRANDEIS *OVERVIEW—DRAFT*

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write on "the" Center?

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

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OVERVIEW

- What areas in Jewish education most need long-term attention?
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TASK FORCE ON JEWISH EDUCATION AT BRANDEIS**MEMORANDUM**

To: Alan Hoffmann
From: Steering Committee
Date: September 16, 1996
Subject: Planning Update

The steering committee has developed a preliminary design for the center for Jewish education at Brandeis, informed by task force members' ideas and suggestions and consultations with the CIJE and professionals in the field of Jewish education.

As it is presently envisioned, the center would contain the following elements: a Colloquium on the Jewish Future, Major Programs, and Short-Term Projects.

Colloquium on the Jewish Future (formerly "Core Seminar")

This regular gathering will bring together key players from different parts of the Center to discuss the largest ideas confronting the Jewish community, such as Pluralism and the Jewish Community, Dilemmas of Jewish Education in a Changing American Society, Gender and the Jewish Community, The History and Impact of Change in the Jewish Community, and Revelation and Modernity. Scholars from a variety of fields will participate, as well as leaders of the Jewish community. Commissioned presentations will tackle a variety of significant topics. This colloquium is not necessarily designed to contribute directly to the work of the current major programs and short-term projects. It proceeds instead on the assumption that any meaningful change in Jewish education must accompany and benefit from a rigorous inquiry into the largest questions that the North American Jewish community faces. As such, the colloquium will be a principal means of generating questions and insights which may later become major programs of the Center.

Major Programs (formerly "Focus Areas")

A major program represents an interdisciplinary approach by Brandeis faculty to meet an identifiable need in the field of Jewish education. The faculty in a major program will a) conduct research on the present state of Jewish education in this area; b) develop defensible educational policies and goals for Brandeis involvement in this area; c) design intervention strategies in collaboration with partners in the field; d) monitor and evaluate these interventions; e) write up the process and outcomes of the interventions to further their adaptation to other sites.

To accomplish these steps a major program team will work together over a number of years on a sustained approach to change in Jewish education. We propose that the first major program of the center at Brandeis should be in youth and adolescence. This is an area of strength for Brandeis and of immediate need within the Jewish community. It is to be followed by additional major programs, including one in school leadership.

Youth and Adolescence

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
MEMORANDUM

To: Alan Hoffmann (please forward)
From: Susanne A. Shavelson
Date: September 18, 1996
Subject: Meeting minutes

Enclosed are the minutes from the September 6 meeting of the steering committee and the CIJE. Let me know if you have any questions.

Shanah tovah.



TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
MINUTES FROM SEPTEMBER 6, 1996

The steering committee and the CIJE consultants met on September 6 to discuss the focus areas and core seminar, the October 18 meeting of lay advisors to the planning process, and Brandeis's plans for the development and start-up of the center. Alan Hoffmann joined us via speaker phone.

Focus Areas

We discussed the need for the focus areas to be broad and inclusive, organized around both a set of needs and a set of clear goals. The steering committee proposes that the first focus area center around issues of youth and adolescence, followed by a focus area in school leadership.

Youth and Adolescence: As Joe pointed out, Brandeis already has extensive involvement in this arena, in the form of BBYO, the Bronfman program, Genesis, and the new Jewish high school. These last two are intended to become permanent parts of Brandeis's activities. The unique advantage to locating such programs here is that Brandeis's non-denominational character allows for rich collaborations and interchanges that would not be possible within the movements. This gives Brandeis the opportunity to create community within a pluralistic environment.

Barry pointed out that the youth and adolescence concentration, as currently conceived, focuses on teens to the exclusion of university students, despite the task force's great interest in serving this population. There was agreement that something more concrete will need to be developed. Alan suggested that the focus area be defined as a continuum from early adolescence through college, even if it is acknowledged that not all of the projects are fully developed.

We discussed others with whom we can consult in the development of activities for this focus area and about the role of the university. These included various practitioners and Richard Joel of Hillel International.

Barry asked about the long-term life of focus area projects and initiatives. Susan replied that focus areas, each of which encompasses multiple activities, will last a significant length of time, though they may not be permanent. The life-span of individual projects within focus areas will vary, depending on funding, community interest, and other factors. In some cases, Joe thought, community entities might take on long-term responsibility for some elements. In other cases, projects will become self-supporting or even income-producing, such as consulting. Alan suggested that such consulting could be defined as part of the job description of center staff, ensuring that when they do consult, it's under the center's auspices. In order for this to succeed, though, they need to be paid well enough that there is no incentive for them to augment their incomes.

School Leadership: Susan noted that she conceived this focus area in terms of impact on the serious and chronic shortage of trained personnel, through serious, sustained, supported work with various groups of school leaders, starting with principals. Rather than offering short-term experiences outside of the person's home community, she envisions multiple points of contact over a longer period of time, with training in Judaica and administration/management/leadership.

Alan asked whether Brandeis expects to run more than one focus area at a time. Dan reminded him of Barry's past comment that it is multiple areas of activity that make a center and communicate a broad mission.

Alan asked whether Brandeis can really expect to be a leader in this area. He questioned what resources Brandeis could bring, and stressed that outside expertise would need to be brought in. As a starting point, he suggested folding in CIJE's work with principals (carried out to date in collaboration with HUGSE), and consulting with Ellen Goldring. Susan also suggested summer institutes with outside consultants (practitioners and academics) and Brandeis faculty. She noted that while there is much literature on school leadership, none of it asks, "what does *Jewish* educational leadership look like?" Alan agreed that school leadership is a burning need in the field, but questioned whether this could be done in the way it should at the same time as the youth and adolescence area.

Implementation of Focus Areas: We agreed that a gradual phase-in was most feasible. As Alan noted, "we don't want to describe something that's so ambitious we don't know how to get there." Susan expressed the desire to initiate 2-3 action research projects relating to leadership issues in Jewish contexts. Alan felt that the interdenominational aspect is a powerful dynamic, but he is concerned that the two focus areas are qualitatively different. Barry suggested that the planning document ask, "what would the ideal outcome for Brandeis be in this domain?"

He also wondered whether Brandeis's lack of a school of education was a handicap. Is there a lack of expertise among the faculty? Susan felt that there is considerable expertise available within Brandeis and the Boston community — it's just not currently gathered together under the rubric of an education program. She noted that we are open to the development of consortia or other arrangements with outside agents to bring in expertise. The need is to bring these people together. Barry suggested that identifying such a resource would be wise, as donors will want to see evidence of it.

We discussed the attraction for faculty members of pursuing projects of interest through the center instead of on their own. Among the benefits could be financial compensation and access to a wide field of expertise. The focus areas should be defined in such a way that other topics of interest can be refracted through them. For example, Alan Mintz might pursue an initiative on Hebrew education through a focus area on adolescence or leadership. The key will be challenging faculty to fit their interests into the current agenda.

Core Seminar

We discussed how to integrate the core seminar into the center, and how to link the activities of the core seminar and the focus areas. Alan said that exciting intellectual work needs to go

on in the focus areas, not just in the core seminar. In addition, the center will need a central faculty committee. Joe agreed, but added that it will be important to be able to have an ongoing, somewhat free-floating future-oriented conversation less tied to outcomes than the focus areas, to get the best thinking on goals not yet envisioned. Dan felt that the center will need a long-term, regular process for generating and nurturing new ideas. Susan noted that in the previous day's meeting with the Homstein professional advisory committee, one of the task force members spoke with passion about the core seminar, a sign that it's something to which some of the faculty task force members are committed.

Oct. 18 Lay Advisors' Meeting

There was concern over the low attendance that is expected at this meeting. We decided to go ahead with the meeting regardless of the number attending, as it is very important to bring Mort Mandel to Brandeis, perhaps with Richard Shatten and Karen Barth. The agenda for the meeting will vary, depending on who is present. Alan said he would discuss with Jehuda and Mort how best to proceed. Joe said that he would continue to work over the next several months on meeting in person with a wider range of potential lay advisors. It was agreed that preparation for the meeting will be very important, regardless of who attends. Susan suggested speaking to Jehuda about expanding the list; Alan thought this might be a good thing to discuss on the 18th.

Dan felt that the issue of lay leadership should be in the proposal, independent of the school leadership initiative. We spoke about the possibility of reconstituting the Distinguished Leaders' Institute as part of this, particularly since the Homstein faculty is ready to let it go. Alan saw this as a potentially exciting way to build Brandeis's lay leadership cohort and have an impact on the field.

Work plan

Joe and Susan noted the strong message received from the Homstein advisory committee to slow down and consult more with people outside Brandeis. Susan wondered whether Phase II should be longer, given the need to line up more lay and professional advisors. Alan saw the need to break down tasks differently, separating educational and organizational tasks and giving more specificity for the next 12 months. He was very confident that Mort would renew funding for more planning.

We agreed that the task force should be brought to a successful conclusion by May of 1997 (with a final September 1997 meeting if necessary). While the faculty will need to give formal approval to the plan for a center, funding for individual initiatives may be sought sooner, to avoid a lag in timing. Dan suggested extending Phase III to three years. Funding in this period would include pilot activities, initiated with the university's declared intention of building a center up front. This allows the opportunity to continue consulting. Marc felt that the core seminar would take more time than money, and could be part of a "center without walls" in the early phase. Another good "pilot" candidate would be an initiative smaller than a focus area, such as a program for Brandeis undergraduate concentrators in Jewish education. Addressing the question of how to hire a director for a center not yet approved, Alan suggested getting the position funded for three years, separate from other proposals, and conditional on university approval of plans for the center.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

MEMORANDUM

To: Alan Hoffmann
From: Susanne A. Shavelson
Date: October 4, 1996
Subject: Mailing to lay advisors

Enclosed are the materials sent to Mort Mandel, Chuck Ratner, Esther Leah Ritz and Moses Deitcher for the October 18 meeting at Brandeis. I did not include the brochure "About Brandeis" in your packet as I had a limited number of copies. This item is a small pamphlet providing a brief introduction to the university.

I look forward to seeing you on the 18th.



Background

“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, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfillment and communality. This has grave implications, not only for the richness of Jewish life, but for the very continuity of a large segment of the Jewish people.” (*A Time to Act*, 1990)

With this heartfelt cry, the Commission on Jewish Education in North America called for the Jewish community to place Jewish education at the top of its priority list. The Commission identified a series of concrete steps that the Jewish community should take to respond successfully to the challenge of revitalizing the education of its people. These steps included building the profession of Jewish education and developing a capacity for researching and evaluating Jewish education.

As the only non-denominational, Jewish-sponsored research university in North America, Brandeis would welcome to opportunity to meet this challenge. The university has been deeply involved in Judaic scholarship and service to the Jewish community since its founding in 1948. More Brandeis graduates pursue careers in the rabbinate and other areas of Jewish communal service than graduates of any other institution of higher education except Yeshiva University, and Brandeis graduates involve themselves in the full spectrum of American Jewish life, Orthodox to Reform. Its longstanding commitment to the highest level of scholarship in all fields and the training of Jewish educators and other communal professionals has prepared it for a serious, sustained effort to address some of the most critical needs in Jewish education. [See “About Brandeis” for a general introduction to the university.]

The University’s Goals for Jewish Education

Brandeis’s administration and faculty believe that now is the appropriate time for the university to focus its many strengths on the great needs in the field of Jewish education (“the field” represents the entire constellation of Jewish educational activity). In a field where existing resources are inadequate, Brandeis has the potential to make a significant impact on specific problems. Toward this end, the university proposes to create a center for Jewish education that can respond to urgent needs, develop long-term criteria and models for Jewish education, and at the same time apply itself to the immediate tasks of strengthening the field. The planning process will conclude in the Fall of 1997 with a full report and proposals for the center. This center would bring to bear outstanding intellectual forces to work toward these major goals:

- To bring the finest practitioners and academics together to learn from each other about the key questions in Jewish education and formulate plans for action. Education as a field cannot change until there is true dialogue between the worlds of scholarship and practice. Part of our intent is to create opportunities for reflection and active collaboration between these two groups.
- To develop new approaches to addressing the problems of Jewish education, and train professional and lay leaders to use these approaches in their communities, schools and agencies.

To accomplish these, the center will focus on the following ways of putting Brandeis's strengths to work to meet specific needs in North American Jewish education, including:

- the formulation and dissemination of ideas, policies and programs aimed at reinvigorating American Jewish education and the American Jewish community,
- an increase in the number and quality of professional Jewish educational leaders,
- an increase in the knowledge, interest and support of lay leaders for Jewish education.

Brandeis is currently considering how most effectively to implement its plans. Any effort undertaken by the university will entail broad university involvement in a coordinated, focused and evaluated initiative. As part of the planning process's research component, the steering committee has examined university-based research and policy centers around the United States to assess the range of possibilities for funding, structuring, and governing such a broad-based, impact-focused enterprise. One powerful model, located on the Brandeis campus, is the Volen National Center for Complex Systems, an interdisciplinary center formed to study the brain. It aims to increase knowledge within each of its individual component disciplines, as well as to foster interdisciplinary interactions, giving rise to new scientific initiatives. It is this sort of cross-fertilization, leading to entirely new endeavors, that the proposed Brandeis center for Jewish education could provide for the Jewish educational enterprise.

Brandeis's Planning Process

In the spring of 1995, Brandeis began a series of conversations with the Council for Initiatives in Jewish Education (CIJE) about the expansion of the university's capacity and influence in the field of Jewish education. Following these discussions, Jehuda Reinharz, President of Brandeis, submitted a funding proposal last November to the Mandel Associated Foundations requesting support to plan for Brandeis's future in Jewish education. The foundation responded with a grant encouraging the university to develop its plans in detail. President Reinharz then established the task force on Jewish education at Brandeis, under his direct chairmanship, to serve as the primary deliberative body of the planning process. It met for the first time in December 1995. Composed of Brandeis faculty from a wide range of disciplines, Jewish educational leaders from the

Boston area, and two consultants from the CIJE, the task force is charged with setting a future direction and design for the university's Jewish educational involvements. Five task force members serve as a steering committee, overseeing the planning process with the CIJE consultants. [See Task Force Roster for a list of task force members.]

The task force has been exploring the following questions:

- What are the educational needs of the North American Jewish community?
- What are Brandeis's current involvements in Jewish education, and how can it develop its assets further to meet the Jewish community's educational needs?
- What are the University's priorities in focusing its resources to serve those needs?

The planning process involves a valuable collaboration between the university and the CIJE. CIJE consultants work closely with the task force on identifying the Brandeis resources most appropriate for addressing the community's educational needs, targeting areas for immediate attention, and developing a framework for the university's Jewish educational initiatives.

Needs of the Field

The needs of the field are considerable and varied. Chief among them are the following:

1. Increased opportunities for involvement: Jewish education has relied too heavily on its elementary schools to serve as the primary point of engagement for most Jewish children and their families today. The field needs many more points of entry, offering ways to enter and re-enter the realm of Jewish learning throughout the life cycle.
2. Better-trained professional educators: The challenge of presenting Judaism convincingly cannot be met until the Jewish community has far greater numbers of highly qualified professional educators who can work in a variety of settings. They must be well informed from a Jewish perspective and trained in educational methods that are effective with children and adults in today's rapidly-changing environment.
3. Better-trained educational leadership: Our educational institutions cry out for leadership that can guide them in the contemporary world. The community needs new ways of recruiting and training professional and lay leaders who can work together to create institutions that can have maximum impact on the field.
4. Enriched Judaic materials: It remains a great challenge to present the richness of Jewish tradition to Jews of all ages in ways that make the contemporary audience respond. Part of that challenge is the constant need to update the curricular materials we use and explore the uses of new media so that educational materials authentically reflect the tradition and also speak powerfully to today's concerns.

5. Research that informs: There are many questions about the nature and effectiveness of Jewish education that the field cannot answer. The field must build a research capacity that provides lay and professional leadership with the information and ideas they need to guide the field into the next century.

Brandeis's Resources

From its beginning, Brandeis has been strongly committed to high-quality undergraduate and graduate education, and rigorous, nationally recognized research and policy analysis. These simultaneous commitments prepare the university for sophisticated, impact-oriented approaches to problems in the field of Jewish education. Characteristics of the university that foster such approaches include:

- a preference for interdisciplinary problem-solving methods that bring together experts from across the university,
- a substantial existing research capacity in a wide variety of disciplines,
- a history of collaborative approaches to problems, involving partnerships between Brandeis and locally- and nationally-based groups,
- a strong commitment to pluralism, both religious and intellectual,
- a community of diverse Jewish expressions, a neutral meeting ground where Jews of all backgrounds interact.

The university is currently involved in Jewish education and leadership development through a variety of departments, programs and activities, including:

- The Department of Near Eastern and Judaic Studies (NEJS), the most comprehensive Jewish studies program in North America, with 18 faculty members. It offers undergraduate and graduate degrees in fields ranging from ancient Near East studies to contemporary Jewish studies. [For a full overview of all of Brandeis's Jewishly-related activities, see "Brandeis University and its Service to the Jewish Community."]
- The Benjamin S. Hornstein Program in Jewish Communal Service, the first and largest university-based program for the training of Jewish communal professionals. In addition to its general master's degree in Jewish Communal Service, the program also offers a joint degree (with NEJS) in Jewish education, and a joint degree in Jewish communal service and human service management with Brandeis's Heller Graduate School for Advanced Studies in Social Welfare.
- The Hebrew Language Program, the largest university-based program in the Diaspora. A recipient of multiple awards from the National Endowment for the

Humanities, the Brandeis program offers instruction to over 300 students each semester and trains teachers of Hebrew for other institutions.

- The Maurice and Marilyn Cohen Center for Modern Jewish Studies/Institute for Community and Religion, which conducts research and provides technical assistance in crucial areas in American Jewish life, such as philanthropy and volunteerism, intermarriage and assimilation, the changing American Jewish family, women in the Jewish community, and Israel-Diaspora relations.
- The Tauber Institute for the Study of European Jewry and the Goodman Institute for the Study of Zionism, which focus on the history and culture of modern European Jewry and the history of Zionism and the State of Israel.
- The Master's Degree Program in Jewish Women's Studies, the only program of its kind in the world. This collaboration between NEJS and the Women's Studies Program offers training to individuals interested in the intersection of Judaic studies and gender.
- The American Jewish Historical Society and the National Center for Jewish Film, two independent archives located on the Brandeis campus.

In addition to these programs, Brandeis offers an extensive array of leadership development opportunities to professionals and lay people in the Jewish and general communities. The Hornstein program alone offers a range of programs such as the following:

- The Sherman Seminar for Outstanding Young Professionals, a three-day seminar for mid-level professionals who have demonstrated great potential for leadership;
- The Distinguished Leaders' Institute, an annual opportunity for the leaders of the North American Jewish community to pursue intensive study for its own sake. This institute features the finest Judaic and other scholars from Brandeis and other renowned colleges and universities from North America and Israel;
- The Consultation on Professional Development in Jewish Educational Leadership, a 1996 conference that for the first time brought sustained, in-depth attention to problems in building the profession and developing the professional in Jewish education.

Other areas of the university, including the Rabb School for Summer and Continuing Education, and the Heller School, offer programs that have had significant impact among their constituencies, including:

- The Program in the Humanities and the Professions, which offers professionals such as judges and physicians the opportunity to participate in literature-based seminars

which offer insight into ethical dilemmas, role tensions, their power to affect the world around them, and other aspects of their professional lives.

- The Summer Institute for teachers of the Waltham, MA public schools. This program can serve as a model for future collaborations between Brandeis and Jewish schools. Planned through a collaboration between Brandeis faculty and Waltham school leaders, this program strengthens the partnership between the university and the schools while providing teachers with challenging interdisciplinary content, innovative applications, and opportunities to translate lessons learned into classroom practice.
- The Genesis Program, an interdisciplinary summer program designed to foster Jewish knowledge, identity and involvement among high school students. Funded by Steven Spielberg's Righteous Persons Foundation, the program will welcome its first students in the summer of 1997.

The Role of an Advisory Board

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

- What are the existing, outstanding models of university-community partnerships, either in the business world or elsewhere?
- What areas in Jewish education most need long-term attention?
- How can Brandeis maximize the impact of its activities on Jewish education?

Conclusion

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

List of Attachments

1. Task Force Roster
2. Brochure: About Brandeis
3. “Brandeis University and its Service to the Jewish Community”



Task Force Roster

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

* member of steering committee

BRANDEIS UNIVERSITY AND ITS SERVICE TO THE JEWISH COMMUNITY

"The deep concern of Brandeis for Jewish life and values was demonstrated by the many special projects it undertook.... Yet it may well be that the Jewish component was an intangible--its unique atmosphere, an atmosphere that has been developed by the nature of its sponsorship and the students and faculty that it attracted."

--Abram L. Sachar, *A Host at Last*

Part I: The Creation of Judaic Studies

The American Jewish community established Brandeis University as an expression of its traditional reverence for learning. It is therefore learning, as the University's central mission and contribution, that this paper considers first. While educating students of all backgrounds, Brandeis University has developed programs of special importance to the Jewish community. It has taken a leading role in the study of American, European, and world Jewry; offers more than 100 courses in Near Eastern and Judaic studies; prepares men and women to be leaders of Jewish organizations; provides campus programs that enrich student life; and advances scholarship by sponsoring research and maintaining important collections of books and archival materials.

Judaic studies developed as a field on most American university campuses in the 1960's. Yet it was a part of the Brandeis curriculum from the very beginning in 1948 as the University became home to a number of outstanding Jewish scholars who had fled persecution in Europe. Dr. Abram Sachar's special ability to assemble a distinguished faculty for the new University drew Nahum Glatzer, among the first faculty members to teach Judaic Studies at Brandeis. Professor Glatzer was a charismatic teacher; his classes were always oversubscribed. In 1951 the philosopher and Hebraist, Simon Rawidowicz, later the first chair of the department, came to the University. With Glatzer, Rawidowicz formed the solid basis on which the Judaic Studies program was to

build. Prior to 1948, Judaic studies were pursued at rabbinical colleges and by solitary scholars – such towering figures as Salo Baron of Columbia and Harry Wolfson of Harvard -- but not as a coherent program in the context of a comprehensive, secular university. Brandeis was the first American university to establish a formal department of Judaic studies.

In 1954 Brandeis University established Judaic studies as its first graduate program in the humanities. The first Ph.D. in Judaic studies was conferred in 1958. During its initial two decades, the program served chiefly to provide advanced training for congregational rabbis and academics interested in the ancient Near East. Despite the setback occasioned by the early death of Professor Rawidowicz, the department added a string of luminaries to its faculty – Cyrus Gordon, Alexander Altmann (who came to the University after serving as communal rabbi of Manchester, England), Nahum Sarna, and Ben Halpern, the historian of Zionism. By the time of the great expansion of the field in the late 60's and early 70's, the University already had the most comprehensive Judaic studies program in the Diaspora which included many of the field's most distinguished figures.

Brandeis University has played a crucial role in the professional organization of Judaic studies and University faculty members have had a significant impact on the field. Recently, for example, faculty members in the Department of Near Eastern and Judaic Studies have played a role in the development of Jewish studies in Poland and in the western republics of the former Soviet Union, above all Ukraine, Russia, and Lithuania. Students from Poland, Russia, and Lithuania study at Brandeis, and two faculty members annually lecture at the main centers of Jewish studies in Ukraine.

The past quarter century has witnessed rapid growth in the field of Judaic studies, with the turning point in the development of Judaic studies in the United States coming in 1969. At that time, Professor Leon Jick, director of the Lown Graduate Center for Contemporary Jewish Studies, convened a colloquium with a \$10,000 grant

from philanthropist Philip Lown. Forty individuals attended this conference – almost the entire field at that time. At the last session, the group decided to form the Association for Jewish Studies, with Professor Jick serving as the AJS's first chair. In the decades following this meeting, the University has played an important role in the creation of Judaic studies departments throughout the United States.

What began as a single department at the University and fewer than 100 Judaic studies scholars throughout the country grew to more than 400 college and university programs and a professional organization with more than 1,200 members today. The first conferences of the AJS were held at Brandeis University, until the organization outgrew the University's facilities. Of the Association's first five presidents, four were past Brandeis faculty members (Leon Jick, Baruch Levine, Nahum Sarna, and Marvin Fox). The fifth, Arnold J. Band, was a former University teaching assistant. Bernard Reisman, then a graduate student at Brandeis's Heller School, was the Association's first secretary.

Perhaps no other university in the United States has produced as many Ph.Ds in Judaic studies as has Brandeis – some 120 to date. For this reason, many Brandeis-trained Ph.Ds are teaching at universities throughout the Diaspora and in Israel. In fact, the department's graduates are among the most famous scholars in the United States, Israel, and Canada. Its graduates include:

- o Paul Mendes-Flohr of the Hebrew University
- o Michael Fishbane of the University of Chicago
- o Alfred Ivry of New York University
- o Lawrence Shiffman of New York University
- o Elliot Wolfson of New York University
- o Kalman Bland of Duke University
- o Carol Meyers of Duke University
- o Allon Gal of Ben-Gurion University
- o Daniel Lasker of Ben-Gurion University

- o Johanan Wijnhoven of Smith College
- o Deborah Lipstadt of Emory University
- o David Ariel, President of Cleveland College of Jewish Studies
- o David Roskies of the Jewish Theological Seminary
- o Frances Malino of Wellesley College
- o Jehuda Reinharz, President of Brandeis University
- o Arthur Green of Brandeis University
- o Marc Brettler of Brandeis University
- o Everett Fox of Clark University
- o Barry Mesch of the Hebrew College (Boston)
- o Laurence J. Silberstein of Lehigh University
- o Lawrence Fine of Mount Holyoke College

Many scholars, it should be noted, have undergraduate degrees from Brandeis University as well. One outstanding example is Jonathan Sarna, formerly chair of the NEJS Department and the Joseph H. and Belle R. Braun Professor of American Jewish History. The department's placement record has also been outstanding -- 75 percent of its Ph.Ds have received appointments to university teaching posts. As the field has grown, Brandeis University has served as a primary source of faculty. Judaic studies never would have emerged as quickly and impressively without the University providing faculty. The individuals trained at Brandeis University comprise the backbone of Judaic studies.

Scholarly areas in which Brandeis University has made a major impact include the Bible and the Ancient Near East; Jewish philosophy, thought, and mysticism; contemporary Jewish studies; Hebrew literature; and Jewish history. The University has also contributed to scholarship and teaching in the area of Middle Eastern studies and has developed close ties to Israeli universities, where many Brandeis students study for at least one year. Current faculty members specializing in aspects of the Middle East include Professors Avigdor Levy, Olga Davidson, and Yitzhak Nakash. The late Ben Halpern was responsible for training an entire generation of Jewish historians,

including Brandeis's president, Jehuda Reinhartz, whose biography of Chaim Weizmann received several awards, among them the prize named for the first President of Israel. The late Marshall Sklare, who single-handedly created the field of American Jewish sociology, spent two decades of his distinguished career at the University. Thus, the Department of Near Eastern and Judaic Studies at Brandeis University has been influential in the following ways:

- o Brandeis pioneered the field of Judaic studies by forming a department comprised of first-class scholars and teachers. This achievement put Judaic studies on the map in the Diaspora. Judaic studies took its place among other disciplines in the humanities, growing beyond its former boundaries as a subject related purely to religious practice. Brandeis University trained students to lead other programs in the field.
- o The NEJS Department has helped to define what Judaic studies means. From the beginning, Brandeis trained people broadly in Judaic studies by focusing on the interconnections among different areas of the field. Brandeis prizes familiarity with all aspects of the Jewish experience.
- o Brandeis has very high standards in Hebrew language training. Its stress that Hebrew is essential has been influential on other Judaic studies programs. Because the NEJS Department requires Hebrew of its undergraduate majors, other schools have made it a requirement too. Brandeis has a higher percentage of students who take Hebrew than other institutions of higher education. Its Hebrew language program, recognized internationally as one of the best in the world, has received support from the National Endowment for the Humanities.

A number of path-breaking works of scholarship -- books produced by the faculty and dissertations turned into books -- have come out of the department and changed the face of the field. Works by Alexander Altmann on Jewish intellectual history; Marvin Fox on Jewish philosophy and ethics; Nahum Glatzer on Jewish thought; Ben Halpern on the idea of the Jewish state; Nahum Sarna on the Bible;

Marshall Sklare on American Jewish sociology; and Leon Jick and Jonathan Sarna on American Jewish history have all deeply affected Jewish scholarship, culture, and life. In addition, two of the principal journals in the field of Jewish studies, *Prooftexts* and *POLIN: Studies in Polish Jewry* are edited in the department.

Brandeis University is one of the few institutions on this continent at which each area of Judaic studies is taught by a specialist. While many scholars, including those at Brandeis, could do a fine job teaching certain courses outside their fields of expertise, this is not the practice at the University. Other schools often bring scholars from other departments to form their Judaic studies programs. At Brandeis University there is a core department of scholars who concentrate on Judaic studies full-time. In addition, there are 23 faculty members in other departments of the University who also contribute to Judaic studies, including faculty in the humanities, social sciences, and fine arts. When other universities form a Judaic studies department or program, they typically consult with Brandeis University.

The University also contributes to Jewish scholarship and culture through Brandeis University Press, a member of the University Press of New England consortium. Brandeis University Press has two series relevant to Judaic studies: The Tauber Institute for the Study of European Jewry publication series edited by Jehuda Reinharz and Michael Brenner and the Brandeis Series in American Jewish History, Culture, and Life edited by Jonathan Sarna and Sylvia Barack Fishman.

Today there is no other Judaic studies program in North America as comprehensive as Brandeis's. Recent appointments have brought new distinction to the department. Alan L. Mintz holds the Joseph H. and Belle R. Braun Chair in Modern Hebrew Literature. Antony Polonsky, the Walter Stern Hilborn Professor of Judaic and Social Studies, has played a central role in the development of Polish Jewish historiography and established and edits the journal *POLIN*. He serves currently as chair of the Near Eastern and Judaic Studies department. Arthur Green, the Philip W.

Lown Professor of Jewish Thought, is a preeminent figure in the study of Jewish spirituality, mysticism, and Hasidism, and a theologian as well. Before coming to the University, Professor Green served as president of Pennsylvania's Reconstructionist Rabbinical College. Bernadette J. Brooten joined Brandeis University from Harvard Divinity School and is the Myra and Robert Kraft and Jacob Hiatt Professor of Christian Studies in the NEJS Department. She is an authority on early Christian-Jewish relations and women's contributions to these religions. Kraft-Hiatt Chairs were initiated in 1991 at Brandeis University and The College of the Holy Cross in order to increase understanding by Christians and Jews of each other's traditions. This position was first held at Brandeis by the distinguished scholar of Christian scripture, Dr. Krister Stendahl, formerly Bishop of Stockholm and Dean of the Harvard Divinity School.

Brandeis's Judaica collection is one of the best sections of its Library and among the ten best Judaica collections in the United States. The collection serves the Consortium of Jewish Studies, as well as Wellesley College and Tufts University students. The Judaica collections of Brandeis, Harvard, and Hebrew College comprise one of the outstanding resources in the country, second only to those found in New York City. Brandeis University also conserves a great deal of material on microfiche from medieval texts to the modern period, including manuscripts of the Jewish Theological Seminary. A recent bequest to create the Harry Fox Fund will aid the acquisition of Judaica.

Through the combined efforts of the Tauber Institute and the Library, Brandeis University received a grant from the United States Department of Education to acquire microfilm documents housed in the Weizmann Archives in Rehovot, Israel. These materials present an impressive picture of one of Jewry's outstanding leaders and constitute an extraordinary resource for studies in contemporary Zionist and Jewish history. They shed light on political developments in the Middle East during the first half of this century, including diplomacy, Middle East politics, Arab nationalism, and

Arab-Israeli relations. They also document Chaim Weizmann's scientific career. The Brandeis University Library will make bibliographic information regarding these documents available through a national bibliographic database. National access to the information will be an enormous benefit to scholars working in the United States.

Part II: The Contribution Today

Perhaps the salient feature of Judaic studies at Brandeis University -- one that distinguishes it from virtually all other universities in North America -- is that strong, related programs enhance the department. It does not exist in isolation but as part of a complex of degree programs, research centers, and other organizations that make Brandeis University unique. Today, Judaic studies at Brandeis University includes:

- o The core **Department of Near Eastern and Judaic Studies (NEJS)**, offering graduate and undergraduate courses and degrees designed to provide students with a broad education in the various disciplines and chronological periods that constitute the field. Among the main fields at the graduate level are: Bible and ancient Near East studies, early rabbinical literature, Jewish history, Jewish philosophy and thought, the modern Middle East, contemporary Jewish studies, and modern Hebrew literature.
- o The **Benjamin S. Hornstein Program in Jewish Communal Service**, a professional school that trains "Jewish civil servants" for Jewish communal organizations. Originally growing out of the Lown Graduate Center for Contemporary Jewish Studies, it has had a significant impact on this continent and the program now trains many international students. The Hornstein Program was the first university-based program to train Jewish communal professionals, and it remains the preeminent one, with the largest number of faculty and graduate students of any of the programs in Jewish communal service. For students interested in careers in Jewish education, there is a joint master's degree program with the Department of Near Eastern and Judaic Studies. There is also a joint master's degree program that combines the

rigorous management curriculum of Brandeis's Florence Heller Graduate School for Advanced Studies in Social Welfare with the Hornstein Program's integrated approach to Jewish communal work.

- o The **Maurice and Marilyn Cohen Center for Modern Jewish Studies** specializes in demographic and communal research. Established by Marshall Sklare with support from the Charles H. Revson Foundation, the Center has played an important role in Jewish communal planning in the United States. Associate Professor of Jewish Community Research and Planning Gary Tobin serves as the Center's director and has established an Institute for Community and Religion in San Francisco as part of the Cohen Center. Serving both California and national organizations, the Institute conducts policy research, provides technical assistance, and holds conferences and workshops for religiously-based organizations.
- o The **Tauber Institute for the Study of European Jewry** focuses on the history and culture of European Jewry in the modern period, with special attention to the causes, nature, and consequences of the European Jewish catastrophe. As noted above, the Institute sponsors a book series. The Institute was established by a gift from Dr. Laszlo N. Tauber.
- o The **Jacob and Libby Goodman Institute for the Study of Zionism** was dedicated in 1992 and organized under the auspices of the Tauber Institute. The Goodman Institute sponsors research, teaching, symposia, and publications on the history of Zionism and the State of Israel.
- o The **National Center for Jewish Film** is an independent organization located on the Brandeis campus. It provides one of the most outstanding resources for Jewish film in the world. In 1993, Center director Sharon Rivo offered the Center's first course through the Department of Near Eastern and Judaic Studies.
- o The **American Jewish Historical Society (AJHS)** is an independent organization located on the Brandeis campus. Its resources comprise one of the largest collections of American Judaica in the world. Many undergraduate and graduate students at Brandeis use the AJHS's collections in the course of their work.

- o The **Joint Master's Degree Program in Jewish Women's Studies** is the only program of its kind in the world and offers graduate training in Near Eastern and Judaic Studies and Women's Studies to individuals interested in the intersection of gender and Judaic studies.
- o Faculty in many other departments conduct research in various fields of Judaica. They include Stephen Whitfield, the Max Richter Professor of American Civilization; Professor of American Studies Joyce Antler; Eugene Black, the Ottilie Springer Professor of History; Associate Professor of Sociology Gordon Fellman; Professor of Russian and Director of the Sakharov Archives and Center Robert Szulkin ; Professor of French and Comparative Literature Edward Kaplan; and Professor of Sociology Shulamit Reinharz. Professor Reinharz, who serves as Director of the Program in Women's Studies, also chaired the National Commission on American Jewish Women, a study sponsored by Hadassah from 1994 to 1995 which presented a vision and a blueprint for addressing the needs of American Jewish women.

At the heart of Jewish life on campus is the B'nai B'rith Hillel Foundation, which sponsors numerous events and programs that enrich the educational, cultural, and spiritual life of the University. Led by Rabbi Albert Axelrad, a nationally recognized activist in American Jewish life, Brandeis Hillel has won two national awards for campus programming and serves as a model for other universities. One of Brandeis Hillel's first directors was Rabbi Yitz Greenberg, a prominent leader of the American Jewish community who founded the National Jewish Center for Learning and Leadership (CLAL). Among practices pioneered by Brandeis Hillel and Rabbi Axelrad are Holocaust Remembrance Week, now a common observance throughout the United States, and the Bar/Bat Mitzvah program for adult Jews.

More graduates of Brandeis University become rabbis and professionals in Jewish life than those of any other college or university in the country, with the exception of Yeshiva University. Many individuals become involved in Jewish activities while they are students at Brandeis, because of its unique atmosphere, and the

University has created a cadre of Jewish leaders, both religious and lay, who have had an impact on the Jewish world. For example, a former president of the American Jewish Committee, the late Sholom D. Comay, was a Brandeis alumnus, as is the current president of the Union of American Hebrew Congregations, Rabbi Eric Yoffie.

Since 1972 the University has provided education to more than 200 students who were émigrés from the former Soviet Union and Eastern Europe, many of them having fled antisemitism and persecution. In order to enhance the ability of Russian émigré students to benefit fully from their Brandeis experience, Nancy Bloom, a lecturer in the Hornstein Program, and Janna Kaplan, a former *refusenik* from Russia and a Brandeis scientist in experimental psychology, conducted a study in 1992 on the needs of these students, serving as a resource for students and faculty and as consultants to various departments and programs of the University.

The Hornstein Program: A New "Civil Service"

In 1965 Brandeis established the Lown Graduate Center for Contemporary Jewish Studies, which supported research and trained individuals to serve the Jewish community. Under the direction of Professor Jick, it grew into the Hornstein Program and the Cohen Center. The Hornstein Program, founded in 1969, was the first to train graduate students to be professionals serving the Jewish community. It is still the largest program of its kind in the country, with some 375 graduates. When the program began, the field of Jewish communal service was open only to professionally-trained social workers. The idea of specially-educated professionals with graduate training in Judaic studies and social welfare was new and had to overcome the skepticism of employers. Under the leadership of Professor Bernard Reisman, the Hornstein Program effectively created the field of Jewish communal service. For decades now its graduates have been highly sought after, and they have set new

standards for the profession. Since its inception, the Hornstein Program has been assisted by a Professional Advisory Committee that includes the top national executives of Jewish communal organizations. In 1994 its chair was Martin Kraar, executive vice president of the Council of Jewish Federations.

In the early 1970s, Hornstein graduates produced The Jewish Catalogue, a "hands-on" version of Judaism that had a great influence on young Jews. Today, Hornstein graduates are in the vanguard of a new generation of service professionals. In 1994, Professor Joseph Reimer was appointed director of the Hornstein Program upon the retirement of Professor Reisman from that position.

By studying with the broad range of scholars involved in Judaic studies at Brandeis, Hornstein students explore the themes and meanings of Jewish heritage over millennia in order to prepare to meet the challenges of Jewish life in the pluralistic societies of North America and the modern world. The Hornstein Program not only educates graduate students and produces scholarship on communal service, it also provides an extensive program of continuing education institutes for volunteers and professional community leaders. For the past 15 years, Hornstein has held Distinguished Leaders Institutes that bring some 50 top community leaders to campus each summer for a unique three-day program of Judaic study, designed to provide a broad Jewish perspective to their leadership work. The Sherman Seminar for Outstanding Young Professionals, which was established in 1985, has 25 participants each year. These individuals comprise the future elite of the Jewish professional world, who are nominated by their agency executives to take part in the three-day institute. Receiving a Sherman fellowship is viewed as very prestigious. The Hornstein Program also conducts the annual Brin Forum to address important issues affecting the Jewish community. Held in November, the Forum focused in 1993 on Jewish family foundations and the way in which their goals and priorities increasingly set the

priorities of the Jewish community as a whole. It has attracted such participants as Charles Bronfman (CRB Foundation), Rabbi Maurice Corson (Wexner Foundation), Eli Evans (Charles Revson Foundation), Susan Crown (Crown Foundation), Marvin Lender (United Jewish Appeal), Brandeis Trustee Rabbi Brian Lurie (United Jewish Appeal), and Martin Kraar (Council of Jewish Federations).

Among programs of its kind, Hornstein offers the most diverse curriculum. Its student body has become increasingly international, reflecting the prestige and effectiveness of the program, and in turn its curriculum is growing more "international" in order to meet the needs of Jewish communities throughout the world. The Hornstein Program has developed three tracks of sub-specialization: education, fund raising, and advocacy/community relations. The latter, under the Perlmutter Institute for Jewish Advocacy, deals with such issues as Black-Jewish and American-Israeli relations. These sub-specializations add to the repertory of skills that students can acquire at Brandeis. In the last year, Hornstein also began a double master's degree program, offered jointly with the Department of Near Eastern and Judaic Studies, that takes a new interdisciplinary approach to training professionals.

If the Jewish community is going to achieve its goals of continuity and survival, it will need individuals with the highest level of professional skills and knowledge of the contemporary Jewish world to lead it. For nearly a quarter of a century, the Hornstein Program has trained individuals from all over the world who have a serious commitment both to educational excellence and to the concept of Jewish communal service. The multidisciplinary approach of the graduate curriculum and supervised field work in the greater Boston Jewish community have prepared these students to meet the extraordinary challenges facing the Jewish community.

Centers and Institutes: Pursuing New Scholarly Paths to Preserve a Heritage

The second offshoot of the Center for Contemporary Jewish Studies developed into the **Maurice and Marilyn Cohen Center for Modern Jewish Studies**. Concerned with major issues in contemporary Jewish life, the Center is devoted to the study of American Jewry. It invests the demographic and sociological study of the American Jewish community with the same rigorous scholarly attention usually reserved for classical areas of Jewish scholarship. The Center combines scholarly work with an ongoing concern for the practical implications of its research. Thus it functions as both a research institute and a resource center for agencies that serve the practical needs of the American Jewish community. It provides policy-oriented research to Jewish communal institutions, the academic community, and Jewish communities in North America. The Center considers such diverse questions as Jewish identity, religious life, education, family, antisemitism, intermarriage, community structure, population trends, and social service needs in the Jewish community. In 1993 alone, the Cohen Center organized a conference on "The Jewish Family in Stress" and another on "Thinking Out Loud About Intermarriage." Proceedings of the Center's conferences and its publication series of research papers are sought out by professionals throughout the Jewish community and have received critical scholarly acclaim. The faculty of the Cohen Center has extensive experience in applied research, and they have been active in more demographic research in the Jewish community than any other group of scholars in the United States. In addition, they have served as consultants to a large array of national and local Jewish organizations throughout the United States and Canada.

The **Institute for Community and Religion**, part of the Cohen Center for Modern Jewish Studies located in San Francisco, works with synagogues, churches, and human service, fundraising, and religiously-based organizations to explore common issues. Directed by Professor Gary Tobin, the Institute has special expertise in serving

both the Jewish community and other religious communities throughout California and the western region of the country. It facilitates research, the interchange of ideas, and programs among religious communities in order to strengthen their institutions and the administrative capabilities of intergroup agencies.

Located on campus as an independent organization, the **American Jewish Historical Society** houses 12 million documents, 90,000 books, 50,000 photographs, 1,200 titles of newspapers and periodicals in eight languages, and hundreds of thousands of pamphlets, programs, and newsletters from synagogues and Jewish organizations around the country. It provides an encyclopedic overview of the social, cultural, political, and economic life of the American Jewish people. The archives contain one of the largest collections of books printed in Hebrew in the United States -- including the first, a grammar by Judah Monis published in 1721 for his Hebrew classes at Harvard -- as well as the papers of Yiddish theater star Molly Picon and the records of hundreds of national Jewish organizations, including the Council of Jewish Federations and Welfare Funds, the American Jewish Congress, and the Jewish Welfare Board. The Society's holdings are both deep and broad, ranging from records of 16th-century Inquisition trials in Mexico to Emma Lazarus's notebook containing her sonnet "The New Colossus" that was eventually inscribed on the base of the Statue of Liberty.

The **National Center for Jewish Film (NCJF)** was established in 1976 as an independent organization on the Brandeis campus to gather, preserve, and disseminate film materials relevant to the Jewish experience. Founded with 30 Yiddish-language feature films, NCJF has steadily expanded and diversified its holdings of both cinematic and photographic materials.

Several national Jewish organizations, filmmakers, and private individuals have deposited their collections at NCJF. Its immediate priority is rescuing endangered film material, sole existing prints, and works found only on perishable nitrate stock. In order to preserve films, NCJF works closely with the American Film Institute, the

International Museum of Photography at the George Eastman House, the Museum of Modern Art, the National Archives, the UCLA Film Archive, the Library of Congress, the Jerusalem Cinematheque, the Museum of the Diaspora, the Ghetto Fighters' Kibbutz, the British Film Institute, and institutions in Germany, the former Soviet Union, Eastern Europe, and elsewhere.

From its inception, NCJF has made its films available to the public, circulating restored, quality prints to audiences around the world. Its research service provides access to students and scholars as well as to film, television, and theater producers. The Center's Rutenberg and Everett Yiddish Film Library is the world's largest Yiddish-language film collection, consisting of 65 features made between 1920 and 1965 and including such classics as The Dybbuk, Laughter through Tears, Tevye, Uncle Moses, and Yiddle with His Fiddle.

The developing knowledge and growing interest in the field of Judaic studies generally, and European Judaic studies in particular, spawned many undergraduate and graduate programs in colleges and universities throughout the United States. Founded through the generosity of Dr. Laszlo N. Tauber, the **Tauber Institute for the Study of European Jewry** was designed as a center for advanced studies to complement these programs. It is organized on a multi-disciplinary basis with the participation of scholars in history, Judaic studies, political science, sociology, comparative literature, and other disciplines. It focuses on European Jewish culture and history from the Enlightenment through the Second World War. In recent years, the Institute sponsored such programs as "Martyrdom and Resistance in Jewish History," a symposium to commemorate the 50th anniversary of the Warsaw Ghetto uprising, and "Jewish Nationalism in the Nineteenth and Twentieth Centuries," held in Jerusalem in cooperation with the Israel Historical Society. In previous years, the Institute has presented major international conferences on "Zionism and Religion" (1990) and "The Jews of Poland Between Two World Wars" (1986). Proceedings of these conferences have been widely disseminated

through the Tauber Institute publication series, which includes the work of such leading scholars as Jacob Katz and Walter Laqueur.

On October 18, 1992, the University dedicated the **Jacob and Libby Goodman Institute for the Study of Zionism**. The mission of the Institute, the first of its kind in North America, is to promote a deeper understanding of the historical and ideological development of the Zionist movement. Through its support of research, study, and publication, the Goodman Institute seeks to create an environment in which students, scholars, and community leaders can meet to explore the seminal issues in the history of Zionism and the State of Israel.

Speaking before a dedication assembly of 900 guests, including University trustees and Tauber Institute overseers, members of the Goodman family, and representatives of the Israeli consulate and greater Boston Jewish community organizations, Ambassador Abba Eban delivered the keynote address. He closed by noting, "Most nations exhort their new generation to fix their eyes only on the future. I believe that young Israelis and young Americans who come under your disciplines would do very well to spare a thought and memory for our past, for the early days when our founding fathers first put our flag into the winds of history."

During its first year of operation, the Goodman Institute sponsored such talks as "Current Perspectives on the Arab-Israeli Peace Process" by Dr. Itamar Rabinovich, Israel's Ambassador to the United States, and a colloquium on "Voices of Postmodernism in Israeli Fiction," which featured young American literary scholars. In 1996-1997, the Goodman Institute will join with the Center for Jewish Studies at Harvard University and the Zalman Shazar Center in Jerusalem to convene an international conference, "The Centenary of Political Zionism," to make the 100th anniversary of the publication of Theodor Herzl's *Der Judenstaat* and the First Zionist Congress in Basel.

Initiatives in Jewish Education

Funded through the generosity of Steven Spielberg's Righteous Persons Foundation, the **Genesis Program** at Brandeis University is a special four-week summer program designed to help Jewish teenagers relate their secular interests to Judaism. Beginning in 1997, the program will enroll 48 students each year in a curriculum offering instruction in the arts, community service, and social and political action. Each participant will work with a Brandeis faculty member, teaching assistants, and other practitioners in his or her field of interest and also take part in social, cultural, and recreational activities. The heart of the program will focus on Judaic studies, making substantial emotional, intellectual, and spiritual connections between the secular and religious aspects of students' lives.

With support from the **Mandel Associated Foundations**, Brandeis University is engaged in a planning effort to assess its priorities in serving the educational needs of the Jewish community. A task force of faculty members and administrators, appointed by President Jehuda Reinharz, is considering such issues as the global educational needs of the North American Jewish community and the areas in which Brandeis University's involvement could make a real difference. Finding the answers to these questions and other issues requires the participation of scholars, consultants from the Jewish community, lay leaders, and researchers who can gather the necessary information and data. This process is expected to yield a clear picture of the educational needs of the North American Jewish community and the role that Brandeis University can play in Jewish education.

With the assistance of the Bronfman family and its CRB Foundation, Brandeis University is initiating, through the Benjamin Hornstein Program in Jewish Communal Service, **Professional Development Seminars: Advancing the Israel Experience**. The goal of the training seminars will be to work with Jewish communal professionals who

carry the primary responsibility for recruiting, planning and staffing trips to Israel for Jewish adolescents in order to increase the numbers of Jewish young people who participate in such trips and also assure, through appropriate follow-up, that the quality of the Israel experience achieves its fullest potential educational impact.

In February 1996 the Brandeis University Women's Studies Program, in cooperation with the Department of Near Eastern and Judaic Studies, the Hornstein Program, and the Office of the President, sponsored a conference on "Exploring Issues of Gender and Jewish Day School Education." The conference, organized by Professor Shulamit Reinharz and Janna Kaplan and supported by the Combined Jewish Philanthropies of Boston and others, attracted some two hundred people representing all branches of Judaism. Among the participants were principals, administrators, board members, parents, teachers, family educators, and students from all of the Jewish day schools in the Greater Boston area and beyond. The conference, which was a first of its kind, drew wide attention and identified an urgent need for continuing study of issues of gender in Jewish education, both in days schools and congregational Hebrew schools, with special efforts for the development and provision of resources for these schools.

As Brandeis approaches its fiftieth anniversary, its contributions to and involvement with the Jewish community have become richer and deeper than ever before. From scholarship to communal service, from preserving the past to training a new generation of leaders, the University serves its community on many levels and in many ways.

As Brandeis's seventh president, Jehuda Reinharz, has observed: "Brandeis University has a crucial role to play in the education of American and world Jewry, because of its major contributions to Judaic scholarship and to the Jewish community more broadly. The creation of Brandeis was the expression of a particular set of intellectual and social aspirations that, after nearly five decades, have produced

numerous impressive achievements. Through the quality of its scholars, students, and alumni, the University has extended the living tradition of Jewish scholarship for the benefit of the entire community."

July 1996/Av 5756

10/2/96



TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

MEMORANDUM

To: Barry Holtz
From: Susanne
Date: October 7, 1996
Subject: Agenda for 10/18 meeting

REVISED — please discard previous transmission

Here is the draft agenda for the 10/18 meeting at Brandeis, for discussion during our conference call today. I will be at 736-2068; Joe will be at 736-2996; Susan will be at 332-2110 (all 617).

October 18, 10:30 a.m. - 12:30 p.m.
President's Board Room

- I. Introduction and welcome — Jehuda Reinharz
- II. Statement of needs of the field, including the Brandeis perspective on changes and advances since 1990. Explanation of how Brandeis's current work is a continuation of the work begun by the Commission on Jewish Education, and how it relates directly to the Commission's goals.
- III. Presentations of Brandeis resources, including NEJS, JCS, Heller, non-Judaic faculty interested in and committed to Jewish education.
- IV. Consideration of the intersection between the needs discussed in II and the resources discussed in III. Discussion of ideas about the center and the four approaches proposed for it — broad approaches to a large set of problems (such as for youth/adolescence); focused attention to more specific concerns (such as for school leadership); reflection of broad, long-term issues (as in the Colloquium for Education and the Jewish Future); and increasing Brandeis's capacity in degree and certificate programs (such as training for teachers of Hebrew).
- V. Open discussion of Brandeis's plans.
- VI. Next steps — ideas for other lay consultations?

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

CONSULTATION WITH LAY LEADERS

OCTOBER 18, 1996

ATTENDEES

Lay Advisors and Consultants

1. Moses Deitcher - Toronto, Canada
2. Phyllis Deitcher - Toronto, Canada
3. Allan Hoffmann - CIJE
4. Barry Holtz - CIJE
5. Mort Mandel - Cleveland, OH
6. Chuck Ratner - Cleveland, OH
7. Esther Leah Ritz - Milwaukee, WI

Brandeis Faculty

1. Marc Brettler - Department of Near Eastern and Judaic Studies
2. Josh Elkin - Solomon Schechter Day School
3. Edward Kaplan - Department of Romance Languages
4. Joseph Reimer - Hornstein Program
5. Jehuda Reinharz - President, Brandeis University
6. Shulamit Reinharz - Program in Women's Studies
7. Jonathan Sarna - Department of Near Eastern and Judaic Studies
8. Len Saxe - Heller School
9. Susanne Shavelson - Hornstein Program
10. Susan Shevitz - Hornstein Program
11. Dan Terris - Rabb School for Summer and Continuing Education

Background

"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, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfillment and communality. This has grave implications, not only for the richness of Jewish life, but for the very continuity of a large segment of the Jewish people." (*A Time to Act*, 1990)

With this heartfelt cry, the Commission on Jewish Education in North America called for the Jewish community to place Jewish education at the top of its priority list. The Commission identified a series of concrete steps that the Jewish community should take to respond successfully to the challenge of revitalizing the education of its people. These steps included building the profession of Jewish education and developing a capacity for researching and evaluating Jewish education.

As the only non-denominational, Jewish-sponsored research university in North America, Brandeis would welcome to opportunity to meet this challenge. The university has been deeply involved in Judaic scholarship and service to the Jewish community since its founding in 1948. More Brandeis graduates pursue careers in the rabbinate and other areas of Jewish communal service than graduates of any other institution of higher education except Yeshiva University, and Brandeis graduates involve themselves in the full spectrum of American Jewish life, Orthodox to Reform. Its longstanding commitment to the highest level of scholarship in all fields and the training of Jewish educators and other communal professionals has prepared it for a serious, sustained effort to address some of the most critical needs in Jewish education. [See "About Brandeis" for a general introduction to the university.]

The University's Goals for Jewish Education

Brandeis's administration and faculty believe that now is the appropriate time for the university to focus its many strengths on the great needs in the field of Jewish education ("the field" represents the entire constellation of Jewish educational activity). In a field where existing resources are inadequate, Brandeis has the potential to make a significant impact on specific problems. Toward this end, the university proposes to create a center for Jewish education that can respond to urgent needs, develop long-term criteria and models for Jewish education, and at the same time apply itself to the immediate tasks of strengthening the field. The planning process will conclude in the Fall of 1997 with a full report and proposals for the center. This center would bring to bear outstanding intellectual forces to work toward these major goals:

- To bring the finest practitioners and academics together to learn from each other about the key questions in Jewish education and formulate plans for action. Education as a field cannot change until there is true dialogue between the worlds of scholarship and practice. Part of our intent is to create opportunities for reflection and active collaboration between these two groups.
- To develop new approaches to addressing the problems of Jewish education, and train professional and lay leaders to use these approaches in their communities, schools and agencies.

How would this work

To accomplish these, the center will focus on the following ways of putting Brandeis's strengths to work to meet specific needs in North American Jewish education, including:

- the formulation and dissemination of ideas, policies and programs aimed at reinvigorating American Jewish education and the American Jewish community,
- an increase in the number and quality of professional Jewish educational leaders,
- an increase in the knowledge, interest and support of lay leaders for Jewish education.

Brandeis is currently considering how most effectively to implement its plans. Any effort undertaken by the university will entail broad university involvement in a coordinated, focused and evaluated initiative. As part of the planning process's research component, the steering committee has examined university-based research and policy centers around the United States to assess the range of possibilities for funding, structuring, and governing such a broad-based, impact-focused enterprise. One powerful model, located on the Brandeis campus, is the Volen National Center for Complex Systems, an interdisciplinary center formed to study the brain. It aims to increase knowledge within each of its individual component disciplines, as well as to foster interdisciplinary interactions, giving rise to new scientific initiatives. It is this sort of cross-fertilization, leading to entirely new endeavors, that the proposed Brandeis center for Jewish education could provide for the Jewish educational enterprise.

Brandeis's Planning Process

In the spring of 1995, Brandeis began a series of conversations with the Council for Initiatives in Jewish Education (CIJE) about the expansion of the university's capacity and influence in the field of Jewish education. Following these discussions, Jehuda Reinharz, President of Brandeis, submitted a funding proposal last November to the Mandel Associated Foundations requesting support to plan for Brandeis's future in Jewish education. The foundation responded with a grant encouraging the university to develop its plans in detail. President Reinharz then established the task force on Jewish education at Brandeis, under his direct chairmanship, to serve as the primary deliberative body of the planning process. It met for the first time in December 1995. Composed of Brandeis faculty from a wide range of disciplines, Jewish educational leaders from the

Boston area, and two consultants from the CIJE, the task force is charged with setting a future direction and design for the university's Jewish educational involvements. Five task force members serve as a steering committee, overseeing the planning process with the CIJE consultants. [See Task Force Roster for a list of task force members.]

The task force has been exploring the following questions:

- What are the educational needs of the North American Jewish community?
- What are Brandeis's current involvements in Jewish education, and how can it develop its assets further to meet the Jewish community's educational needs?
- What are the University's priorities in focusing its resources to serve those needs?

The planning process involves a valuable collaboration between the university and the CIJE. CIJE consultants work closely with the task force on identifying the Brandeis resources most appropriate for addressing the community's educational needs, targeting areas for immediate attention, and developing a framework for the university's Jewish educational initiatives.

Needs of the Field

The needs of the field are considerable and varied. Chief among them are the following:

1. Increased opportunities for involvement: Jewish education has relied too heavily on its elementary schools to serve as the primary point of engagement for most Jewish children and their families today. The field needs many more points of entry, offering ways to enter and re-enter the realm of Jewish learning throughout the life cycle.
2. Better-trained professional educators: The challenge of presenting Judaism convincingly cannot be met until the Jewish community has far greater numbers of highly qualified professional educators who can work in a variety of settings. They must be well informed from a Jewish perspective and trained in educational methods that are effective with children and adults in today's rapidly-changing environment.
3. Better-trained educational leadership: Our educational institutions cry out for leadership that can guide them in the contemporary world. The community needs new ways of recruiting and training professional and lay leaders who can work together to create institutions that can have maximum impact on the field.
4. Enriched Judaic materials: It remains a great challenge to present the richness of Jewish tradition to Jews of all ages in ways that make the contemporary audience respond. Part of that challenge is the constant need to update the curricular materials we use and explore the uses of new media so that educational materials authentically reflect the tradition and also speak powerfully to today's concerns.

5. Research that informs: There are many questions about the nature and effectiveness of Jewish education that the field cannot answer. The field must build a research capacity that provides lay and professional leadership with the information and ideas they need to guide the field into the next century.

Brandeis's Resources

From its beginning, Brandeis has been strongly committed to high-quality undergraduate and graduate education, and rigorous, nationally recognized research and policy analysis. These simultaneous commitments prepare the university for sophisticated, impact-oriented approaches to problems in the field of Jewish education. Characteristics of the university that foster such approaches include:

- a preference for interdisciplinary problem-solving methods that bring together experts from across the university,
- a substantial existing research capacity in a wide variety of disciplines,
- a history of collaborative approaches to problems, involving partnerships between Brandeis and locally- and nationally-based groups,
- a strong commitment to pluralism, both religious and intellectual,
- a community of diverse Jewish expressions, a neutral meeting ground where Jews of all backgrounds interact.

The university is currently involved in Jewish education and leadership development through a variety of departments, programs and activities, including:

- The Department of Near Eastern and Judaic Studies (NEJS), the most comprehensive Jewish studies program in North America, with 18 faculty members. It offers undergraduate and graduate degrees in fields ranging from ancient Near East studies to contemporary Jewish studies. [For a full overview of all of Brandeis's Jewishly-related activities, see "Brandeis University and its Service to the Jewish Community."]
- The Benjamin S. Hornstein Program in Jewish Communal Service, the first and largest university-based program for the training of Jewish communal professionals. In addition to its general master's degree in Jewish Communal Service, the program also offers a joint degree (with NEJS) in Jewish education, and a joint degree in Jewish communal service and human service management with Brandeis's Heller Graduate School for Advanced Studies in Social Welfare.
- The Hebrew Language Program, the largest university-based program in the Diaspora. A recipient of multiple awards from the National Endowment for the

Humanities, the Brandeis program offers instruction to over 300 students each semester and trains teachers of Hebrew for other institutions.

- The Maurice and Marilyn Cohen Center for Modern Jewish Studies/Institute for Community and Religion, which conducts research and provides technical assistance in crucial areas in American Jewish life, such as philanthropy and volunteerism, intermarriage and assimilation, the changing American Jewish family, women in the Jewish community, and Israel-Diaspora relations.
- The Tauber Institute for the Study of European Jewry and the Goodman Institute for the Study of Zionism, which focus on the history and culture of modern European Jewry and the history of Zionism and the State of Israel.
- The Master's Degree Program in Jewish Women's Studies, the only program of its kind in the world. This collaboration between NEJS and the Women's Studies Program offers training to individuals interested in the intersection of Judaic studies and gender.
- The American Jewish Historical Society and the National Center for Jewish Film, two independent archives located on the Brandeis campus.

In addition to these programs, Brandeis offers an extensive array of leadership development opportunities to professionals and lay people in the Jewish and general communities. The Hornstein program alone offers a range of programs such as the following:

- The Sherman Seminar for Outstanding Young Professionals, a three-day seminar for mid-level professionals who have demonstrated great potential for leadership;
- The Distinguished Leaders' Institute, an annual opportunity for the leaders of the North American Jewish community to pursue intensive study for its own sake. This institute features the finest Judaic and other scholars from Brandeis and other renowned colleges and universities from North America and Israel;
- The Consultation on Professional Development in Jewish Educational Leadership, a 1996 conference that for the first time brought sustained, in-depth attention to problems in building the profession and developing the professional in Jewish education.

Other areas of the university, including the Rabb School for Summer and Continuing Education, and the Heller School, offer programs that have had significant impact among their constituencies, including:

- The Program in the Humanities and the Professions, which offers professionals such as judges and physicians the opportunity to participate in literature-based seminars

which offer insight into ethical dilemmas, role tensions, their power to affect the world around them, and other aspects of their professional lives.

- The Summer Institute for teachers of the Waltham, MA public schools. This program can serve as a model for future collaborations between Brandeis and Jewish schools. Planned through a collaboration between Brandeis faculty and Waltham school leaders, this program strengthens the partnership between the university and the schools while providing teachers with challenging interdisciplinary content, innovative applications, and opportunities to translate lessons learned into classroom practice.
- The Genesis Program, an interdisciplinary summer program designed to foster Jewish knowledge, identity and involvement among high school students. Funded by Steven Spielberg's Righteous Persons Foundation, the program will welcome its first students in the summer of 1997.

The Role of an Advisory Board

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

- What are the existing, outstanding models of university-community partnerships, either in the business world or elsewhere?
- What areas in Jewish education most need long-term attention?
- How can Brandeis maximize the impact of its activities on Jewish education?

• *Build budget with other agencies.*

Conclusion

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

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS
PROPOSED ACTIVITIES

ACTION-ORIENTED

BRANDEIS-FOCUSED		COMMUNITY-FOCUSED
Training for Brandeis Students	Youth and Adolescence	School Leadership
<ul style="list-style-type: none">• Undergraduate (BA) program in Jewish education• Hebrew teaching certificate program• Graduate certificate in Jewish education for MA students• Research• Conceptual investigation• New programs	<ul style="list-style-type: none">• Conceptual seminar• Research about Jewish youth and adolescence in contemporary society• Model-building: direct service, consultation, evaluation• Training: non-formal education, day schools	<ul style="list-style-type: none">• In-service institutes with on-going professional support• Research• Conceptual investigation• Certificate programs

DELIBERATIVE

Ongoing Colloquium on Education and the Jewish Future

- Practitioner-academic dialogue on the future of Jewish education
- Special-topic seminars
- Publications and other products

Brandeis file



Brandeis University

Philip W. Lowy
School of
Near Eastern and
Judaic Studies

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

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

October 28, 1996

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

Dear Alan,

Please find enclosed the notes Susanne took on the consultation with lay leaders on October 18. We hope you find them clear and accurate to your memory.

This is a good occasion to thank you for all the help and advice that you have provided along the way. Clearly we would never have gotten to this point without your constant concern and consultation. As was said at the meeting, it has been a real partnership. We value that highly.

There is still a long way to go. But we felt the meeting on the 18th was a positive signpost along the way. Many thanks.

Sincerely,


Joseph Reimer


Susan Shevitz

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TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

REPORT ON SEPTEMBER 19 TASK FORCE MEETING

Present: Joyce Antler, Marc Brettler, Joshua Elkin, Arthur Green, Irving Epstein, Barry Holtz, Edward Kaplan, Daniel Margolis, Alan Mintz, Joseph Reimer, Jehuda Reinharz (Chair), Shulamit Reinharz, Bernard Reisman, Myron Rosenblum, Jonathan Sarna, Leonard Saxe, Susanne Shavelson, Susan Shevitz, Larry Sternberg, Daniel Terris, Peter Witt.

Not present: Sylvia Barack Fishman, Robert Szulkin.

The purpose of this meeting was for the task force to be brought up to date on the steering committee's work since last spring, and for the task force to review the elements proposed for the center for Jewish education. Jehuda Reinharz opened the meeting by offering his own perspective on the planning process thus far. His involvement has been primarily with people outside the university, whose support will be important in the development and execution of Brandeis's plans. He has been in close touch with Mort Mandel, who is interested and excited about the task force's progress. In Cleveland Jehuda met another possible donor, Charles Ratner. He will choose from among several proposals related to Jewish education, but whichever initiative he decides to support, it will fit into the task force's plans. Other related developments include a three year \$750,000 grant from the CRB Foundation to train youth professionals to recruit teens for Israel trips, interest from the Meyerhoff family in developing a community project in Baltimore, and the new Jewish high school adjacent to campus.

Jehuda announced to the task force that there will be a meeting at Brandeis on October 18 with Mort Mandel and other high-level lay leaders to review the planning process. The purpose of this meeting will be to solicit their input and gain their support. He reminded the task force that this is the only such initiative at Brandeis in which he is directly involved, because he feels that it has the greatest potential for impact at Brandeis and on the American Jewish community.

Dan Terris began the review of proposed center elements with the *Colloquium on the Jewish Future*. He referred to the July 2 task force meeting on interdisciplinary seminars as a major influence on the steering committee's plans. The new name (from "Core Seminar") is meant to reflect the intention to convene an ongoing conversation about large issues concerning the present and future of the Jewish community and the role of Jewish education in it. The colloquium would give scholars and practitioners time and space to engage in dialogue about major issues that concern the entire community.

Art Green expressed the concern that each topic receive enough time for in-depth exploration and stressed the need for follow-up and continuity, perhaps with on-going working groups. Dan responded that each topic would most likely run for at least a year at a time. Joyce Antler pointed out the need to differentiate between two possible goals: the creation of dialogue between scholars and practitioners, or scholarly debate. Each would imply a different structure. Len Saxe urged the inclusion of a product planned into the

colloquium from the beginning. This could create dialogue by providing a stimulus to which people could react.

Alan Mintz thought that “on the Jewish future” sounded “grandiose.” He thought that the colloquium’s name should refer explicitly to Jewish education. Jonathan Sarna suggested “Colloquium on Education and the Jewish Future.” He urged the involvement of the entire Brandeis community, including perhaps student-observers. Shulamit Reinharz wondered about the role of practitioners in the colloquium — what would work best for them? For true dialogue to take place, the colloquium would need to facilitate equal interchange and learning between practitioners and academics. Josh Elkin replied that this could be a valuable opportunity for practitioners, who ordinarily have very little time to reflect or engage in this type of dialogue. Jehuda Reinharz’s sense was that the idea of the colloquium is strong and the issues for its agenda will emerge out of the center itself.

Larry Sternberg asked about the relationship of the colloquium to the other work of the center. If the colloquium is substantive, it may be desirable to link it and its products more closely to the other functions. Danny Margolis offered two caveats: to be selective when choosing practitioners to participate in the center, and to give practitioners the time and space to feel “removed” from their everyday lives for a period of time to allow for reflection.

Joseph Reimer presented the next center component, the *Major Programs*. These initiatives (formerly known as “Focus Areas”) will be the principal outreach arms of the center. The center would start with one major program then add others over time, each of which will represent a strategic cut into the field. Each major program will identify ongoing work in its area of concern, then use university resources to advance that work. Questions remain to be answered: for a given topic, what will the goals, Jewish content, and empirical aspects of the endeavor be? Among the goals could be the raising of policy questions, an appropriate function of a university. Another question concerns dissemination: what kinds of information, in what forms, to what audiences could a major program communicate?

The steering committee envisions at present two initial major programs. The first would focus on youth and adolescence, followed by a major program in school leadership. Joe identified the former as an area of major need due to the growing population in this age group and the poverty of services available to it. Substantial resources, in the form of programs and research capacity, already exist at Brandeis. These could make the university’s contribution uniquely helpful to the Jewish community.

Susan Shevitz followed with a description of the second proposed major program, in school leadership. She noted the chronic, long-term shortage of school personnel, including principals. She characterized the field of research into models and types of leadership in Jewish schools as “virgin territory,” and also noted the potential for action projects and other opportunities for partnerships with the field. Training goals would include increasing the number of trained leaders (including training Brandeis students) and improving the skills of those already in the field, in the areas of Judaica, education theory, administration and leadership.

Several task force members expressed the desire for a clearer sense of the center's structure and staffing, in order to understand how the major programs will fit into the overall plan. Susan Shevitz responded that these specifics will emerge shortly from research currently being conducted into the structures, governance and collaboration models of existing centers at other universities. The steering committee noted that once the task force has approved a general plan for the center, they will actively engage the field in developing the plan further.

Task force members had other suggestions. Len Saxe was concerned that research and scholarship — the university's greatest strength — were not listed first among the goals of the major projects. Josh Elkin, however, felt that while Brandeis's strengths in scholarship were clear, the task will be to translate these into applications for the field. He also suggested a stronger relationship between the two proposed major projects, because of the critical need for leadership for youth. In addition, he urged attention to the issue of lay leadership. Shulamit Reinharz suggested integrating the colloquia into the major programs, making their focus broader. She also raised the question of how faculty members will deal with their other commitments, if they are going to be expected to participate in the center. In Joyce Antler's view, the university's function of dissemination and partnership is more important than direct intervention. Jonathan Sarna sought a more even balance between scholarship and practice. In his view, Brandeis is best at inquiries such as "The History of Leadership in Jewish Education," and should ensure that such inquiries are fostered.

Irv Epstein raised the issue of resources, commenting that faculty time and physical space will be harder to guarantee than money alone. A solution to the time issue would be to increase the pool of faculty members, but solving the space problem will be far more difficult. He sees a variety of potential benefits to the university from the center's work, including the expansion and improvement of educational programs and increased opportunities for research and other forms of scholarship. Barry Holtz suggested degree programs as an obvious area for university involvement, and which should be considered as part of this initiative. Alan Mintz agreed on the importance of degree programs, suggesting as an example the training of NEJS Ph.D.s for work in Jewish education.

Marc Brettler presented the third component of the center, the *Short-Term Projects*. These projects, several of which would be active at a given time, will signal the breadth of the center's concerns from the beginning. They would involve scholars and practitioners. Involvement with a short-term project could include participation in summer seminars, release time during the school year, or supplemental funding. Short-term projects would be on a smaller scale and of a shorter duration than a major program, centering around a smaller "cut" of the field. Topics would be chosen on the basis of community need and Brandeis faculty interest. Activities could include research projects, pilots (in curriculum, for example), or a seminar. These would be supported through outside funding, and could potentially become major programs over time. Short-term projects would provide an opportunity for coordinating faculty interests with the center by fitting a faculty member's area of interest into an existing structure or by creating a new framework to fit the interest.

Task force members were intrigued by this design, but some felt that it was difficult to react without a clearer conception of the center itself. Larry Sternberg observed that the relationship between the elements was more visible, and that the variety of elements was

exciting. In terms of priority-setting, he suggested starting with smaller initiatives and letting their progress determine directions for growth.

In response to task force members' questions about how the center will actually function, Irv Epstein observed that much will depend on who will be directing the center. A good leader, he felt, can both clarify options and provide leadership. Jehuda Reinharz suggested that some modeling of the center and its elements would be helpful for the next task force meeting.

Susan Shevitz concluded the meeting by presenting the timetable for the remainder of the planning process. Research is being conducted now about the structure and governance of other university-based, interdisciplinary research and policy centers around the country. During the early winter, a draft proposal will be submitted for the task force's evaluation for a multi-year plan to phase in the center. In the spring, the draft of the task force's report will be submitted to the task force for its review, to be followed by revision over the summer. By autumn 1997, the anticipated time of the task force's final meeting, the report and implementation plan should be complete.

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

REPORT ON OCTOBER 18 CONSULTATION WITH LAY ADVISORS

Prepared by Susanne A. Shavelson

Meeting Participants:

- Lay Advisors and Consultants — Moses Deitcher, Phyllis Deitcher, Alan Hoffmann, Barry Holtz, Mort Mandel, Chuck Ratner, Esther Leah Ritz
- Brandeis Faculty — Marc Brettler, Josh Elkin, Edward Kaplan, Joseph Reimer, Jehuda Reinharz, Shulamit Reinharz, Jonathan Sarna, Len Saxe, Susanne Shavelson, Susan Shevitz, Dan Terris

Brandeis president and planning process chair Jehuda Reinharz began the meeting by welcoming all present. Participants then introduced themselves, describing briefly their backgrounds and their interest in Jewish education at Brandeis. Concerns raised included Jewish identity, particularly among youth; the need for development of professional and lay leadership; building the profession of Jewish education; and involving the non-religious Jew. Mort Mandel said that he has become increasingly convinced of the importance of education in the Jewish community's future. Jehuda Reinharz commented on his own long-term commitment to Jewish education, noting that this task force is the only one at Brandeis in which he is directly involved. Having deliberated for a year, he observed, the task force needs now to test its ideas with leaders of the North American Jewish community.

Needs of the Field

Joseph Reimer provided an overview of how the needs of the field of Jewish education have changed since the publication of *A Time to Act* in 1990 (see attachment, "Needs of the Field: Assessing Jewish Education in the 1990s"). Under the categories of participation, communal support, professionalization and research, he reviewed developments since 1990 that represent positive change, and challenges that continue to the present.

In Alan Hoffmann's view, the rise in the Jewish community's consciousness about Jewish education has been an important development, yet existing energy has not been efficiently focused and mobilized. Lay leadership, in particular, is an important issue — the community is a long way from having the critical mass needed to advocate for Jewish education. Chuck Ratner seconded Alan's observation about the rise in consciousness with a story from his experience in Cleveland, where lay audiences have been far more receptive to substantive Jewish content at meetings than they would have been even 10 years ago.

Esther Leah Ritz felt that the most successful initiatives have had the least involvement from denominational interests. She was skeptical of synagogues' fitness to carry the responsibility for "outreach" on their own, and felt that the participation of Jewish Community Centers, Hillels, and other nondenominational entities is crucial. She also asked a question that will be useful for the Brandeis task force to consider: how should evaluation research, which has long been part

of Brandeis's plans, be used? Moses Deitcher suggested that Brandeis could be an appropriate convener not just for Jewish educators and organizations, but also for academics involved in Jewish studies. This suggested another research question to Barry Holtz, namely, what has been the impact on university students of the boom in academic Jewish studies over the last 25 years?

Shulamit Reinharz noted another major change that has occurred (beginning before 1990) — the great growth in participation by women in both religious and communal life. She also observed that the needs enumerated leave aside the question of content. How, she asked, do we know when a person is Jewishly educated? Mort Mandel announced a new collection of essays on “What is an educated Jew?” that will help to answer this.

Brandeis Resources

Jehuda Reinharz turned the discussion to the university's resources in Jewish education. Brandeis has a large and diverse population of Jewish students from across the spectrum of Jewish life and religious identification. It is a major training ground for the future professional and lay leadership of the Jewish community. The university's current and potential resources for addressing needs in Jewish education are considerable. Faculty members offered some highlights of existing programs, including:

- The department of Near Eastern and Judaic Studies, the oldest, largest and most diverse in the country. It has trained many of the leading Judaic scholars now active and enrolls large numbers of students in courses each semester, including over 300 in Hebrew alone.
- The Hornstein Program in Jewish Communal Service, which has alumni in leadership positions around the world. Among the program's particular strengths are a combination of stability and dynamism, which allows it to change while retaining its core mission; training which offers a paradigm of community engagement and diversity; and its history as the first Jewish communal service program in the country which integrated Judaica, professional practice, and social science in its training.
- Social science research being carried out by Len Saxe at the Heller School for Social Welfare on drug use has yielded valuable data about identity formation that will be instructive for work on Jewish youth and adolescence.
- Brandeis's Jewish atmosphere: Edward Kaplan told of his own Jewish intellectual development, describing how the Brandeis environment provides opportunities for faculty from all disciplines and departments to increase their Jewish commitments, integrate Jewish studies with their other passions, and participate more in Jewish life on campus.

Chuck Ratner urged Brandeis to help communities understand how to use the scholarly expertise that exists at Brandeis and elsewhere to address communal problems: “We need the big ideas and the models.”

The discussion turned to a consideration of Jewish identity and diversity, at Brandeis and in the general community. At Brandeis, 400 students gather each Friday night for Shabbat dinner. The event is non-denominational, highly diverse and very successful, but as Jehuda Reinharz pointed out, it happens this way because the university would not permit separate denominational gatherings.

Brandeis Activities

Susan Shevitz presented some of the task force's ideas, developed over the last year of planning, for matching the university's abilities with selected needs in the field of Jewish education. She asked the lay advisors present to consider whether these program directions represent "what a university can best do." Given that not everything can be done at once, she continued, "what's the best place to start?" Susan described three proposed action-oriented initiatives: pre-service training for Brandeis students, program development and research in youth and adolescence, and school leadership development. The fourth initiative proposed, the Colloquium on Education and the Jewish Future, would be a deliberative function intended to consider the major issues in Jewish education and the Jewish future from a variety of academic and practical perspectives (see attachment, "Proposed Activities").

The action-oriented initiatives have in common: 1) multidisciplinary approaches that foster collaboration between the academy and the field; 2) a recognition of the importance of research and evaluation; 3) a commitment to developing and working with a cadre of knowledgeable, capable lay leaders; and 4) components for the development and testing of ideas. The deliberative component, the Colloquium on Education and the Jewish Future, would bring together people who would not ordinarily have the opportunity to learn from one another. Leading Judaic scholars, other academics with an interest in Jewish education, communal leaders and educational leaders will meet to advance new ideas about the role of education in Jewish life, the future of the Jewish community, and other large, long-term questions.

Mort Mandel felt that the two questions — about the university's abilities and about priorities — were the same. The priorities would sort themselves out according to interest and competence. The pertinent question to consider was, what can Brandeis do better than anyone else — what at Brandeis singularly or specially equips it to undertake a given project? For general planning principles, he suggested thinking big but starting small, with impact in mind from the beginning to be able to measure progress. The process of planning, however, should be a journey, with opportunities built in for development, consultation and change, yet always moving toward a specific goal.

Of the four action areas proposed, Mort was most interested in the deliberative component and the youth and adolescence initiative. It will be necessary to have ideas and rich content, he advised, to attract the best minds to work on a problem. Brandeis should focus its efforts on initiatives that have the most potential for causing broad change in the community in the long term.

Esther Leah Ritz thought that a short-term, intensive on-site training program, with supervised long-distance learning from their communities, could have a significant effect on the practice of principals. If four or five principals in a given community undergo such training, it could have a significant impact. Chuck Ratner agreed that there is a real crisis for principals, and thought Brandeis could be a place where that was addressed. Susan Shevitz noted that the Heller School is one of several Brandeis resources with existing capabilities for developing programs in this area. Chuck also saw a possible role for Brandeis in training teachers of Hebrew. Mort Mandel agreed with this, because it plays to a specific Brandeis strength.

Alan Hoffmann suggested some ways of synthesizing the components, such as including school leadership programming within the youth and adolescence initiative. He discussed the

idea of the colloquium, which has been a powerful one since the beginning of the task force's deliberations. The task force itself, in fact, has been a model for the development of ideas and long-range plans. He also thought that pre-service training had major potential for encouraging the possibility of careers in Jewish education among Brandeis students. At the same time, however, the building of a BA program in Jewish education should probably be of a lower priority than other plans.

Josh Elkin saw a progression from one proposed action area to another: programming for youth and adolescence, to training for college students, to leadership development among educational professionals. These concentrate on the typical 10-year hiatus in Jewish involvement from the mid-teens to the mid-20s. He saw great possibilities for retaining youth and working with college students as potential professionals. Work in this area could help answer the question "What are the critical ingredients to move from age 13 to adult life?"

In Marc Brettler's view, any training programs Brandeis develops will serve as models for other communities. The impact will go far beyond the actual numbers trained at Brandeis. Mort Mandel agreed that it was worthwhile to demonstrate models for others to adopt and carry out, but felt that Brandeis should concentrate most of its efforts on what it is uniquely suited for. He liked the image of a progression through a portion of the life cycle, as it goes beyond a single, isolated experience.

Len Saxe spoke in support of long-range planning and idea development. Brandeis's strengths include academic excellence and an unusually productive faculty, and it will be important to provide them with space for their ideas to evolve and for their scholarship to be carried out.

Conclusion

Mort Mandel stated that now is the time to build the first room of the "house" for Jewish education that Brandeis has in mind. The university is in a position to provide leadership and conceptualization for the entire field. Even if youth and adolescence isn't the best choice as a starting point, it's certainly not a bad choice. Chuck Ratner noted that profession-building is present throughout the task force's proposed plans, and reminded the group of the importance of building lay leadership in every area. Alan Hoffmann suggested that as Brandeis is becoming a national address for Jewish educational issues, it can also become a convener for the lay leaders of institutions relevant to each area of concern. For example, youth and adolescence initiatives can provide opportunities for involving the lay leadership of JCCs, schools and camps. Barry Holtz thought that seminars with Brandeis faculty would be tremendously appealing to lay leaders, involving a variety of approaches to learning about relevant topics.

The meeting concluded with a discussion of next steps. The steering committee will now proceed with the development of a draft proposal and budget, to be reviewed with the task force in early December. When the specific design has progressed further, another lay advisors' meeting can be planned.