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General Assembly, 1995.

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MEMORANDUM

To: Members of the CIJE Steering Committee

From: Nessa Rapoport

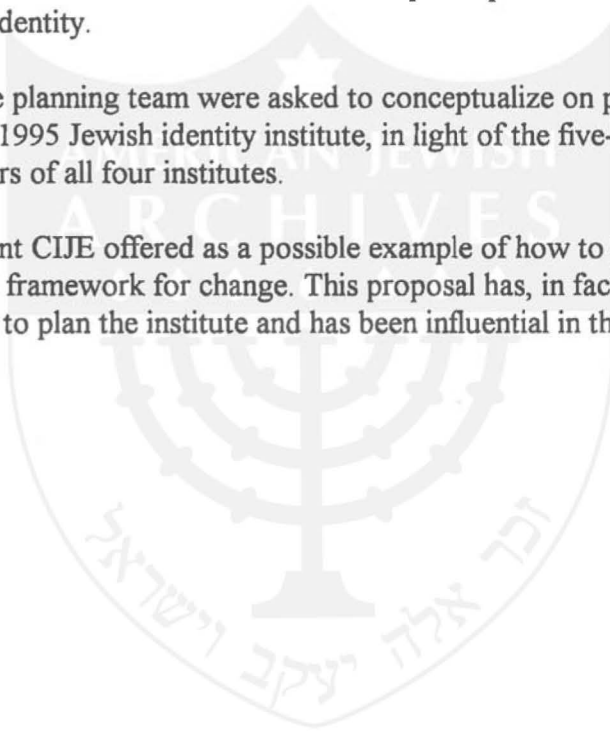
Date: August 4, 1995

Re: CIJE Planning Document for the GA 1995: Institute on Jewish identity

As part of a long-term strategic planning process begun this year by CJF, the 1995 GA is being restructured into four thematic institutes. CIJE staff are participants in the planning process for the institute on Jewish identity.

In June, members of the planning team were asked to conceptualize on paper what an initial model might be for the 1995 Jewish identity institute, in light of the five-year plan outlined by Carl Sheingold to the planners of all four institutes.

Attached is the document CIJE offered as a possible example of how to think about one year's program within a larger framework for change. This proposal has, in fact, become a centerpiece of subsequent meetings to plan the institute and has been influential in the overall discussion about restructuring the GA.



Chair
Morton Mandel

June 26, 1995

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

From: Nessa Rapoport; Barry Holtz, CIJE
To: GA 95 Jewish Identity Team

Honorary Chair
Max Fisher

We thought it might be useful to begin by articulating the goals of the five-year process of transforming the GA, since this GA is considered the first step in a plan for change.

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As Carl described them at our first meeting, they are:

1. "To transform the GA from an episodic event, planned in a crisis mode, to an event tied to others, conceived in a planning mode, with follow-through from GA to GA. The GA should be seen as a tool to reposition federations and CJF in a changing Jewish world."

2. "To transform federations from consumers of the GA to owners of the GA."

The goal, then, is to transform the GA from a kind of fair--at which many programs, communities, and individuals are showcased, and participants choose among a list of options--to a setting that will create a community of people who will set an agenda they will go on to implement throughout the year; network throughout the year; and build from 1995 until the year 2000--at which point the process of "transformation" will have attained its five-year goals.

The above two points are the process goals. What are the corresponding content goals for this institute? What do participants need to learn in order to transform their communities in a meaningful Jewish way? What understanding and skills must communal leaders and professionals acquire in this five-year process to make them effective, empowered leaders of purposeful change?

If we take the above two points as goals, the 1995 GA institute, while necessarily autonomous for those who will not attend in subsequent years, must nevertheless be part of a larger five-year plan. The GA institutes of Boston (1995), Seattle (1996), Indianapolis (1997), Jerusalem (1998), Atlanta (1999), and Chicago (2000) must be linked thematically, each to the next, to offer a cumulative experience for the participants who, in accord with #2 above, will be shaping the process of transformation, at the GA and in their home communities.

Executive Director
Alan Hoffmann

Unless each of these GA institutes has a coherent theme, the "show-and-tell" nature of previous GAs will inevitably be recreated. For genuine change to take place, each institute must cohere around a central theme and not try to offer "something for everyone." The latter can only result in a weaker version of previous GAs, with one-fourth the participants and a "catch-all" format that does not do justice to the magnitude of the goal of "transformation." We need to take seriously the idea that programs alone cannot make structural change; whatever we plan must reflect the awareness that a deep understanding of the change process and the role of professional and lay leaders as change agents must precede and will enhance all programming efforts.

As planners, we need to be able to answer these questions:

a. What is the five-year plan for this institute? What should the GA institute look like in a "transformed CJF" in year five?

b. What then might be the first institute for year one? What should the "charge" be to participants at the end of GA institute 95, connecting it to GA institute 96 and beyond?

c. What needs to take place between GA 95 and GA 96 to make it possible for returning participants to feel like members, connected to and anticipatory of year two? Or for new participants to join?

The institutes must be designed so that each session builds on the preceding one toward a clear goal. By the end of the institute, the participants will have followed a path that has taken them through a coherent process of study and experience toward increasing vision and efficacy when they return home.

That process would contain at least these components: A theory and vision that participants could take with them to apply to their diverse circumstances; case studies of success (or failure) that they can offer each other; an experiential aspect to the learning; and a dialogue between Jewish life and tradition and North American life and learning.

What follows is one suggestion for approaching the three challenges (a, b, c) above:

a. What is the five-year plan for this institute?

Here is one possible example:

Year One: "From Personal Transformation to Communal Transformation":

What has been our personal experience of Jewishness? What have been the turning points to deeper understanding, greater connection to sacredness, the life of the spirit, the Jewish people? How can we translate personal spiritual growth into communal change? How has the Jewish tradition been shaped by leaders who were able to turn their personal journeys into structures for communal revitalization?

Year Two: "Reimagining the North American Jewish Community":

What are our visions of the Jewish future in the richest, most welcoming diaspora Jews have ever experienced? What should be the outcomes of the quest for Jewish identity--personal, institutional, and communal? What place do North American Jews have in contemporary life? Where do we ally with the culture of North America and where do we significantly differ? What are the difficulties in living Jewish life in North America?

Year Three: "Theories and Applications of Change":

The study of organizational change is a significant field in North American culture. What might the Jewish community learn, and what might it contribute, to this growing body of knowledge being applied in North American corporations, schools, and foundations? What are the impediments to genuine change? What are examples of success stories from the literature of change? What skills do leaders of the change process need to have? And what might we learn from our own resilience as a people that has enabled us to adapt to and flourish under a range of circumstances?

Year Four: "A North American Judaism":

As we encounter Israel and Israelis at this GA, we will have an unprecedented opportunity to present ourselves to our fellow Jews. What is distinctive about Judaism as it has taken root in North America? What can Israeli Jews and North American Jews learn from each other? How can that learning take place? How can we stay connected? What have the previous years of self-reflection allowed us to understand about ourselves, about our connection to Israel? What deeper and richer understanding of Israel can we take back to our communities? What are Jewish precedents for relationships between communities in Israel and the diaspora? How can we intersect with the ongoing work of the institute on Israel-diaspora relations?

Year Five: "Leadership":

What is effective leadership? What are case studies in leadership? How do leaders create a vision, share it with key stakeholders, and design a process to implement that vision in institutions and communities? How can the Jews of North America become a community of leaders? How do leaders build consensus, engage others in decision-making, build teams to make change? What does the Jewish tradition have to teach us, in rabbinic literature and in our history, about the critical role of leadership in sustaining a vital community?

Year Six (2000): "Through Five Years into the Century":

What has the community learned about itself in these five years? How have we grown, changed? Have we fulfilled or begun to fulfill the dream of a more engaged, meaningful Jewishness pervading our lives, institutions, communities? What are the next steps in this new century? How can we evaluate the unprecedented communal process of focussing our efforts around "Jewish continuity"? What are our successes and what challenges do we face that we could not have foreseen in 1995? What can we learn from the Jewish past in its encounter with modernity to help us and the future community?

Two issues in thinking about the five-year plan:

Can we link these institutes in a serious way to what's going on in each of the host communities where the GAs take place? It would be interesting to think about how the individual community could become a resource to the change process, presenting itself as a lab and case study in an exchange with GA participants from which all might benefit.

What is our relationship to the process and content of the other institutes as this process unfolds? What will be connection among the participants of each institute when they return to the same community?

b. What might be the first institute for year one?:

Here is a sample structure for the coming GA institute, based on the above strategies:

"From Personal Transformation to Communal Transformation"

Session One (Wed. aft.): Personal Testimonies:
Experiential exchanges of participants' stories of their own Jewish journeys, including film clips, monologues/performances pieces, journal writing, etc.

Session Two: (Thurs. morning): Study:
Study of Jewish texts, poems, diaries excerpts, ethical wills, etc., related to issues of individual transformation, spiritual quest; and making the connection to Jewish peoplehood.

Session Three: (Thurs., following the study): Envisioning the Jewish Future: What are our dreams for ourselves, for our communities?

Session Four (Thurs. aft.): Implementing Vision:
Can individuals change institutions? Case studies in small groups.

c. What needs to take place between GA 95 and GA 96?

Among the possibilities are:

1. Addresses, faxes and e-mail addresses to all institute participants.
2. A newsletter, electronic/paper, or an electronic conversation to keep people informed and engaged from January 96 throughout the year in a process that would inform them about results of GA institute 95 and involve them in building toward the institute of GA 96. Distribution of articles and developments related to the themes of 95 and 96.
3. Regional meetings around interests and possible partnerships, within communities and between them, that have emerged from the first institute.

4. Evaluation: We will need to build in a process of learning as much as we can about the effectiveness and impact of this first institute, both from the participants and especially from those who led sessions.



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
CHAIRMAN'S NOTES FOR G.A. SESSION NOVEMBER 17TH, 1995

MLM'S INTRODUCTION : (10 MINS)

- TODAY IS A PARTICULARLY EXCITING AND MEANINGFUL DAY FOR THE G.A. AND FOR ME PERSONALLY. SO MANY OF THE WORLDS WITH WHICH I HAVE BEEN ASSOCIATED AND DEEPLY INVOLVED FOR SO LONG COME TOGETHER HERE TODAY AND I AM DELIGHTED THAT ISRAEL'S MINISTER OF EDUCATION, PROF. AMNON RUBINSTEIN, IS WITH US TO COMPLETE THE CIRCLE.

- I HAVE ALWAYS BELIEVED THAT PEOPLE - THEIR QUALITY, THEIR COMMITMENT AND THEIR LEADERSHIP - ARE THE CORE INGREDIENT OF ALL SUCCESSFUL ENDEAVORS. IN OUR OWN BUSINESS WE HAVE INVESTED MAJOR RESOURCES IN DEVELOPING AND CONSTANTLY REFINING A SYSTEM FOR IDENTIFYING OUR BEST TALENT, THEN TRAINING AND PLACING THEM IN KEY POSITIONS.

- IN MY JEWISH COMMUNAL AND PHILANTHROPIC ACTIVITIES I HAVE TRIED TO FOCUS ON THE QUALITY OF THE PERSONNEL IN OUR FEDERATIONS, JCC'S AND NATIONAL AGENCIES AS A PRECONDITION FOR ALL OUR INITIATIVES

TO IMPROVE AND REVITALIZE JEWISH LIFE IN NORTH AMERICA, IN ISRAEL AND THROUGHOUT THE JEWISH WORLD.

- THE COMMISSION ON JEWISH CONTINUITY, WHICH I WAS PRIVILEGED TO CHAIR, ASKED ITSELF WHETHER IT WAS POSSIBLE TO FORMULATE A BLUEPRINT, AN AGENDA, FOR AFFECTING AND IMPACTING ALL OF JEWISH EDUCATION IN NORTH AMERICA.

- AFTER TWO YEARS OF TREMENDOUSLY EXCITING DELIBERATION, THE COMMISSION MADE TWO MAJOR RECOMMENDATIONS - WE MUST BUILD THE PROFESSION OF JEWISH EDUCATION AND WE MUST MOBILIZE COMMUNITY LEADERSHIP AND SUPPORT FOR JEWISH EDUCATION. THOSE TWO TASKS ARE PRECONDITIONS FOR ALL PROGRAMMATIC IMPROVEMENT. IF WE SUCCEED IN BOTH WE CAN PRODUCE REAL CHANGE THROUGHOUT THE SYSTEM - CHANGE WHICH WILL EVENTUALLY IMPACT THE TREND LINES AND CREATE A MORE VITAL, A MORE INTENSE AND A MORE MEANINGFUL JEWISH LIFE FOR OUR CHILDREN AND GRANDCHILDREN.

- THE CIJE, WHICH THE COMMISSION CREATED, IS CHARGED WITH IMPLEMENTING THOSE RECOMMENDATIONS - DEVELOPING A COMPREHENSIVE DESIGN FOR BUILDING THE PROFESSION OF JEWISH EDUCATION AND HELPING TO MOBILIZE COMMUNITY LEADERSHIP AND SUPPORT.

- DIAGNOSIS, HOWEVER, HAS TO PRECEDE TREATMENT. TODAY, AT THIS SESSION, AT THE G.A. - NORTH AMERICAN JEWRY'S PRINCIPAL AND MOST PRESTIGIOUS VENUE FOR ITS LAY LEADERSHIP - WE BRING YOU THE FIRST FRUITS OF OUR ANALYSIS OF NORTH AMERICAN JEWISH EDUCATORS.

- AT THIS SESSION WE WILL REPORT ON OUR CLASSROOM EDUCATORS. EVENTUALLY, WE HOPE TO BE ABLE TO GIVE YOU A SIMILAR PICTURE OF THOSE INVOLVED IN LESS FORMAL JEWISH EDUCATIONAL SETTINGS.

- ALL OF YOU HAVE RECEIVED THE CIJE **POLICY BRIEF** WITH YOUR REGISTRATION MATERIALS. THIS IS A DIGEST OF A LARGE-SCALE STUDY IN THREE VERY DIFFERENT COMMUNITIES OVER THE PAST YEAR. AS DISSIMILAR AS ARE THE COMMUNITIES, SO DRAMATICALLY SIMILAR IS THE PICTURE.

- WE, THE PEOPLE OF THE BOOK, PEOPLE WHO HAVE DEMANDED THE VERY HIGHEST STANDARDS IN PUBLIC EDUCATION, WHO HAVE HELPED BUILD AND HAVE BEEN BUILT BY A GREAT SYSTEM OF HIGHER EDUCATION IN THIS COUNTRY, ARE NOT INVESTING ENOUGH IN OUR OWN EDUCATORS. THE PICTURE YOU WILL SEE DESCRIBED TO YOU TODAY IS A GREAT **OPPORTUNITY** FOR THE NORTH AMERICAN JEWISH COMMUNITY AND WE WILL HAVE TO PLACE THIS ISSUE SQUARELY ON THE TABLES OF OUR LEADERSHIP. WE WILL HAVE TO

INVEST NEW MONEY AND REORGANIZE OUR PRIORITIES SO THAT THOSE WHO TEACH OUR CHILDREN ARE BETTER TRAINED, MORE MOTIVATED AND PROFESSIONALLY FULFILLED.

- THIS WILL REQUIRE THE BEST RESOURCES OF ALL OUR INSTITUTIONS - BOTH IN OUR LOCAL COMMUNITIES AND AT THE NATIONAL AND CONTINENTAL LEVEL. IN THIS NEW ERA OF PEACE, THE STATE OF ISRAEL CAN FULFILL ITS HISTORIC DESTINY BY MAKING ITS HUGE RESERVOIR OF JEWISH SCHOLARSHIP, ENERGY AND EDUCATIONAL EXPERTISE AVAILABLE TO US - FOR WE WILL NEED ALL THE HELP WE CAN GET IN THIS ENORMOUS TASK.

- ABOVE ALL THIS STUDY CHALLENGES THOSE OF US IN LEADERSHIP POSITIONS. WE HAVE, I BELIEVE, A CONCRETE DIRECTION IN WHICH TO FOCUS OUR ENERGY AND OUR COMMITMENT TO IMPROVING JEWISH EDUCATION. WE NEED TO BECOME THE CHAMPIONS OF OUR EDUCATORS, TAKING THIS ISSUE BACK TO OUR BOARDS, OUR LOCAL COMMISSIONS ON JEWISH CONTINUITY, OUR CAMPAIGNS AND OUR ENDOWMENT FUNDS. WE MUST CREATE MODELS OF TRAINING WHICH WILL SHOW THAT INVESTING IN OUR EDUCATORS PRODUCES RICH REWARDS. WE MUST ENGAGE OUR EDUCATIONAL LEADERS AND OUR CONSUMERS FOR THERE IS NO MORE SACRED TASK.

THIS AFTERNOON YOU WILL HEAR FIRST ABOUT THIS STUDY FROM

PROF. ADAM GAMORAN. ISRAEL'S MINISTER OF EDUCATION,
AMNON RUBINSTEIN AGREED TO COME TO THIS G.A. TO SHARE WITH YOU HIS
 INSIGHTS ABOUT HOW ISRAEL CAN HELP US IN THIS HUGE ENDEAVOUR.
 I WILL THEN CALL ON **ALAN HOFFMANN**, EXECUTIVE DIRECTOR OF CIJE, TO
 POINT US IN SOME OF THE PRACTICAL DIRECTIONS WHICH THIS STUDY IMPLIES.

INTRODUCE ADAM GAMORAN.

- SITTING ON THE DAIS ARE SEVERAL PROFESSORS (AMNON RUBINSTEIN IS
 ALSO A PROFESSOR!). THE "STUDY OF EDUCATORS", ABOUT WHICH WE WILL
 HEAR, IS A TEAM EFFORT WITH 3 FULL-TIME FIELD RESEARCHERS WHO ARE
 HEADED JOINTLY BY PROF. ADAM GAMORAN AND PROF. ELLEN GOLDRING. I
 REGARD THE FACT THAT WE HAVE BEEN ABLE TO RECRUIT TWO SUCH
 OUTSTANDING ACADEMICS TO THIS ENTERPRISE AS A MAJOR SUCCESS STORY
 AND ONE MODEL FOR HOW THE PROFESSION OF JEWISH EDUCATION NEEDS TO
 BE BUILT.

- AS ELLEN IS NOT SPEAKING TODAY, I WILL INTRODUCE HER FIRST. PROF.
 GOLDRING IS THE ASSOCIATE DEAN OF THE PEABODY SCHOOL OF EDUCATION

AT VANDERBILT UNIVERSITY AND A PROFESSOR OF EDUCATIONAL LEADERSHIP AT VANDERBILT UNIVERSITY. NOT ONLY HAVE WE BENEFITTED FROM HER RESEARCH SKILLS, BUT ELLEN HAS RECENTLY HELPED THE CIJE PLAN A SEMINAR FOR 50 PRINCIPALS IN CONJUNCTION WITH HARVARD UNIVERSITY'S PRINCIPAL CENTER.

- ADAM GAMORAN IS A PROFESSOR OF SOCIOLOGY AND EDUCATIONAL POLICY STUDIES AT THE UNIVERSITY OF WISCONSIN IN MADISON. BOTH ADAM AND ELLEN DIRECT THE MONITORING, EVALUATION AND FEEDBACK PROJECT OF THE CIJE OF WHICH THIS "STUDY OF EDUCATORS" IS ONE PART.

- CALL ON ADAM GAMORAN (15 MINS.) [HE HAS SLIDES WHICH HE WILL SHOW AND HE WILL MAKE A PRESENTATION SIMILAR TO THAT OF OUR BOARD MEETING. WE HAVE ASKED HIM TO MAKE IT MORE PUNCHY AND HIGHLIGHT THE POLICY IMPLICATIONS]

INTRODUCE AMNON RUBINSTEIN

- I SAID EARLIER THAT SO MANY OF MY OWN PERSONAL WORLDS INTERSECT AT THIS SESSION TODAY. I AM ABSOLUTELY DELIGHTED THAT ISRAEL'S MINISTER OF EDUCATION AGREED TO COME SPECIALLY TO THIS

SESSION. SINCE PROF. RUBINSTEIN BECAME MINISTER I HAVE GOTTEN TO KNOW HIM BETTER AND UNDERSTAND HIS DEEP COMMITMENT TO RAISING THE STANDARDS OF EDUCATION AND EDUCATORS IN ISRAEL.

- YOU MAY WANT TO SAY SOMETHING ABOUT YOUR MUTUAL INVOLVEMENT IN THE SCHOOL FOR EDUCATIONAL LEADERSHIP AND YOUR OWN COMMITMENT TO SENIOR PERSONNEL.

- AMNON RUBINSTEIN BRINGS VERY IMPRESSIVE CREDENTIALS TO HIS POSITION IN THE MINISTRY AND THE ISRAELI CABINET. HE IS A PROFESSOR OF CONSTITUTIONAL LAW AND HAS BEEN DEAN OF THE FACULTY OF LAW AT TEL AVIV UNIVERSITY WITH A LONG LIST OF PUBLICATIONS INCLUDING THE MAJOR AUTHORITATIVE TEXT ON ISRAEL'S CONSTITUTIONAL LAW. HE HAS BEEN A MEMBER OF THE KNESSET SINCE 1977 AND HAS BEEN RESPONSIBLE FOR ISRAEL'S 2 BASIC LAWS PROVIDING CONSTITUTIONAL PROTECTION FOR HUMAN RIGHTS.

HE HAS BEEN MINISTER OF COMMUNICATIONS, MINISTER OF ENERGY AND INFRASTRUCTURE AND MINISTER OF SCIENCE AND TECHNOLOGY.

AS MINISTER OF EDUCATION HE IS COMMITTED TO RADICALLY INCREASING THE NUMBER OF ISRAELIS WHO RECEIVE A COLLEGE EDUCATION.

AS ISRAEL REACHES MATURITY AND AS WE AND ISRAEL TOGETHER ARE ENGAGED IN RECONCEPTUALIZING OUR MUTUAL BOND, PROF. RUBINSTEIN IS DEEPLY COMMITTED TO THE ROLE WHICH ISRAEL CAN PLAY IN HELPING WORLD JEWRY STRENGTHEN ITSELF, ITS INSTITUTIONS AND ITS EDUCATORS. HE WAS EXCITED TO LEARN ABOUT OUR STUDY OF EDUCATORS AND THE POLICY IMPLICATIONS.

I AM DELIGHTED THAT YOU, AMNON, WERE WILLING TO COME THIS LONG DISTANCE TO SHARE WITH US YOUR THOUGHTS ON HOW THE STATE OF ISRAEL CAN BE A RESOURCE AND A BEACON TO US.

RUBINSTEIN SPEAKS (20-25 MINS.)

INTRODUCE ALAN **HOFFMANN** WHO WILL TALK ABOUT HOW WHAT WE HAVE HEARD TODAY CAN BECOME AN ACTION AGENDA FOR OUR COMMUNITIES.

(10 MINS)